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University of San Diego

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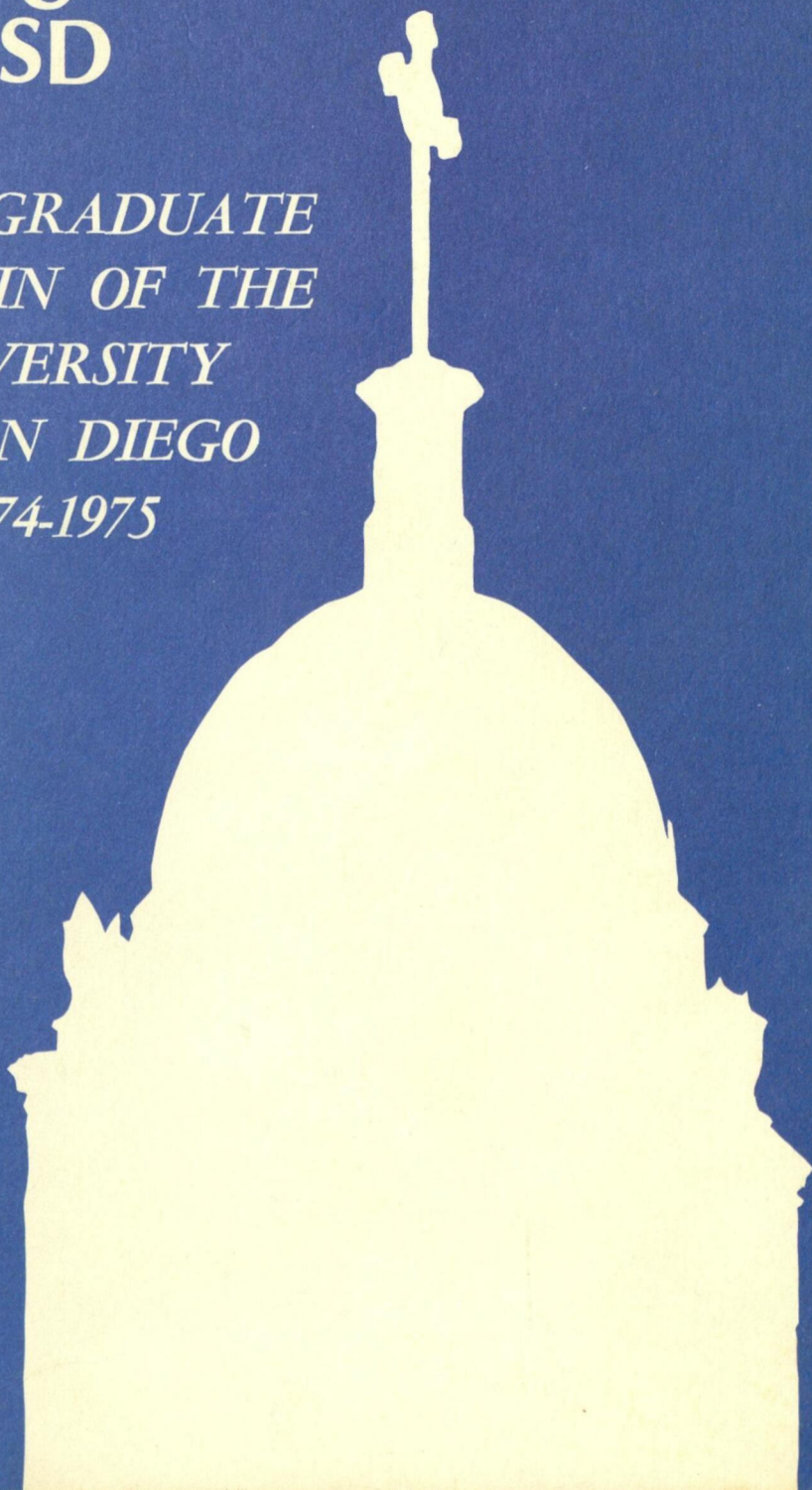
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*UNDERGRADUATE
BULLETIN OF THE
UNIVERSITY
OF SAN DIEGO
1974-1975*



*UNDERGRADUATE
BULLETIN OF THE
UNIVERSITY OF SAN DIEGO
1974-1975*



General Information
Degrees and Requirements
Courses of Instruction
Credential Programs

*Alcalá Park
San Diego, California 92110
(714) 291-6480*

TABLE OF CONTENTS

Communications, Correspondence - - - - -	4
Memberships - - - - -	5
Academic Calendar - - - - -	6
Map - - - - -	8
Official Recognition - - - - -	9
University History - - - - -	9
Philosophy of the University - - - - -	10
Campus Ministry - - - - -	11
Campus Life - - - - -	12
Student Organizations and Activities - - - - -	14
Student Services - - - - -	18
Admission - - - - -	20
Expenses - - - - -	25
Payment Plans - - - - -	26
Financial Aid - - - - -	27
Majors and Minors - - - - -	36
Foreign Study Programs - - - - -	37
Degree Requirements - - - - -	38
Bachelor of Science in Nursing - - - - -	44
Navy Campus for Achievement - - - - -	45
Academic Regulations - - - - -	45
College of Arts and Sciences - - - - -	52
Anthropology - - - - -	54
Art - - - - -	55
Biology - - - - -	59
Chemistry - - - - -	65
Communication Arts - - - - -	69
English - - - - -	70
Ethnic Studies - - - - -	74
French - - - - -	75
Freshman Preceptorial Program - - - - -	77
German - - - - -	78
Health Education - - - - -	79
History - - - - -	79
Interdisciplinary Studies - - - - -	85
American Studies - - - - -	85
European Studies - - - - -	85

Hispanic/Latin American Studies - - - - -	89
Non-Western Studies - - - - -	90
S. D. Environmental Project - - - - -	92
International Relations - - - - -	92
Journalism - - - - -	94
Latin - - - - -	94
Library Science - - - - -	94
Mathematics - - - - -	95
Music - - - - -	99
Philosophy - - - - -	102
Physical Education - - - - -	107
Physics - - - - -	107
Political Science - - - - -	111
Psychology - - - - -	116
Religious Studies - - - - -	121
Science: Interdepartmental - - - - -	124
Sociology - - - - -	124
Spanish - - - - -	129
Speech Arts - - - - -	132
Theatre Arts - - - - -	133
School of Business Administration - - - - -	135
Accounting - - - - -	136
Business Administration - - - - -	139
Economics - - - - -	142
School of Education - - - - -	145
Teaching Credential Programs - - - - -	145
Special Education Programs - - - - -	147
Counselor Education - - - - -	150
Courses of Instruction - - - - -	151
Board of Trustees - - - - -	156
Administration - - - - -	157
Faculty - - - - -	158
Honorary Degrees - - - - -	171
Index - - - - -	172

COMMUNICATIONS

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

Director of Admissions — admissions procedures, campus visits, catalogs, other printed information.

Director of Financial Aid — scholarships, financial aid, grants, loans, student employment.

Director, Placement Services—Career job information and interviews for students and alumni.

Dean of Students —student affairs, student activities, housing accommodations.

Director of University Relations — contributions and bequests, information about University events, alumni affairs.

Dean, College of Arts and Sciences — general academic policy and programs.

Dean, School of Business Administration — accounting, business administration, economics.

Dean, School of Education — credential programs, graduate programs in education.

Dean, School of Nursing and Allied Health Science—nursing and health science programs.

Business Officer — all financial matters.

Registrar — student records and transcripts.

Director of Graduate and Special Programs—information pertaining to graduate programs, summer sessions, intersession, undergraduate external degree programs, Navy Campus for Achievement.

Mailing address: University of San Diego
Alcalá Park
San Diego, California 92110

Telephone: Area Code 714: 291-6480

The BULLETIN OF THE UNIVERSITY OF SAN DIEGO is one of several bulletins published each year. Other bulletins are:

Bulletin of the School of Law

Bulletin of the Summer Sessions

Bulletin of the Graduate Division

MEMBERSHIPS

The University of San Diego holds membership in the

WESTERN COLLEGE ASSOCIATION

AMERICAN ALUMNI COUNCIL

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER
EDUCATION

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
AND ADMISSIONS OFFICERS

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF
BUSINESS

AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION

AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION

AMERICAN COUNCIL ON EDUCATION

AMERICAN INSTITUTE OF PHYSICS

AMERICAN LIBRARY ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES
AND UNIVERSITIES

CALIFORNIA ASSOCIATION OF CHEMISTRY TEACHERS

CALIFORNIA COUNCIL ON THE EDUCATION OF TEACHERS

COLLEGE ENTRANCE EXAMINATION BOARD

COLLEGE SCHOLARSHIP SERVICE

INSTITUTE OF INTERNATIONAL EDUCATION

KAPPA GAMMA PI

NATIONAL CATHOLIC EDUCATION ASSOCIATION

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

PACIFIC COAST ASSOCIATION OF COLLEGIATE
REGISTRARS AND ADMISSIONS OFFICERS

ACADEMIC CALENDAR 1974-1975

Fall Semester:

SEPTEMBER 1974

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Friday, September 6 - - - - Registration for new and returning students.
(Registration 6-7 p.m. before evening classes during first week of school. Except Friday evening.)

Monday, September 9 - - - - Classes begin

Tuesday, September 10 - - - University Convocation,
11:15 a.m.

Friday, September 13 - - - - University Mass of the Holy Spirit, 12:00 noon.

Friday, September 20 - - - - Last day to enroll in a class

Friday, October 18 - - - - Last day to withdraw from classes without academic penalty

Wednesday, October 23 - - - Mid-term grades due

Monday, October 28 - - - - Mid-Semester Holiday

OCTOBER 1974

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 1974

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Friday, November 1 - - - - All Saints Day; classes meet
Last day to petition for
May graduation

Wednesday, November 20 - - 1975-76 California State
Scholarship Applications due

Thursday-Friday,
November 28-29 - - - - Thanksgiving Vacation

Monday, December 2 - - - - Spring 1975 financial aid
applications due

Monday-Tuesday
December 2-3 - - - - Pre-enrollment for Spring
semester

Wednesday, December 11 - - Last day of classes

Thursday, December 12
through Thursday,

December 19 - - - - Final Examinations

DECEMBER 1974

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ACADEMIC CALENDAR 1974-1975

Interession (Optional):

Monday, January 6 - - - - First class day; registration
8-9 a.m., 6-7 p.m.

Thursday, January 23 - - - - Last class day

Friday, January 24 - - - - Final Examinations, last day
of Interession

Spring Semester:

Wednesday, January 29 - - - Registration for new and
returning students (Registration
6-7 p.m. before evening classes
during first week of school.
Except Friday evening.)

Thursday, January 30 - - - - Classes begin

Wednesday, February 12 - - Last day to enroll in a class

Monday, February 17 - - - - Washington's Birthday Holiday

Wednesday, March 12 - - - - Last day to withdraw from
classes without academic penalty

Wednesday, March 19 - - - - Mid-term grades due

Saturday, March 22 - - - - Last day of classes before
Easter Vacation

Tuesday, April 1 - - - - - Classes reconvene after
Vacation
Deadline 1975-76
Financial Aid Applications
Last day for graduate students
to petition for May or August
graduation

Tuesday, May 6 - - - - - Pre-enrollment for 1975
Fall semester

Thursday, May 8 - - - - - Ascension Thursday;
classes meet

Saturday, May 10 - - - - - Pre-enrollment for new
freshmen

Tuesday, May 13 - - - - - Last day of classes,
Honors Convocation

Wednesday, May 14 through

Thursday, May 22 - - - - Final Examinations

Sunday, May 25 - - - - - Commencement: 3:00 p.m.

JANUARY 1975

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 1975

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 1975

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 1975

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 1975

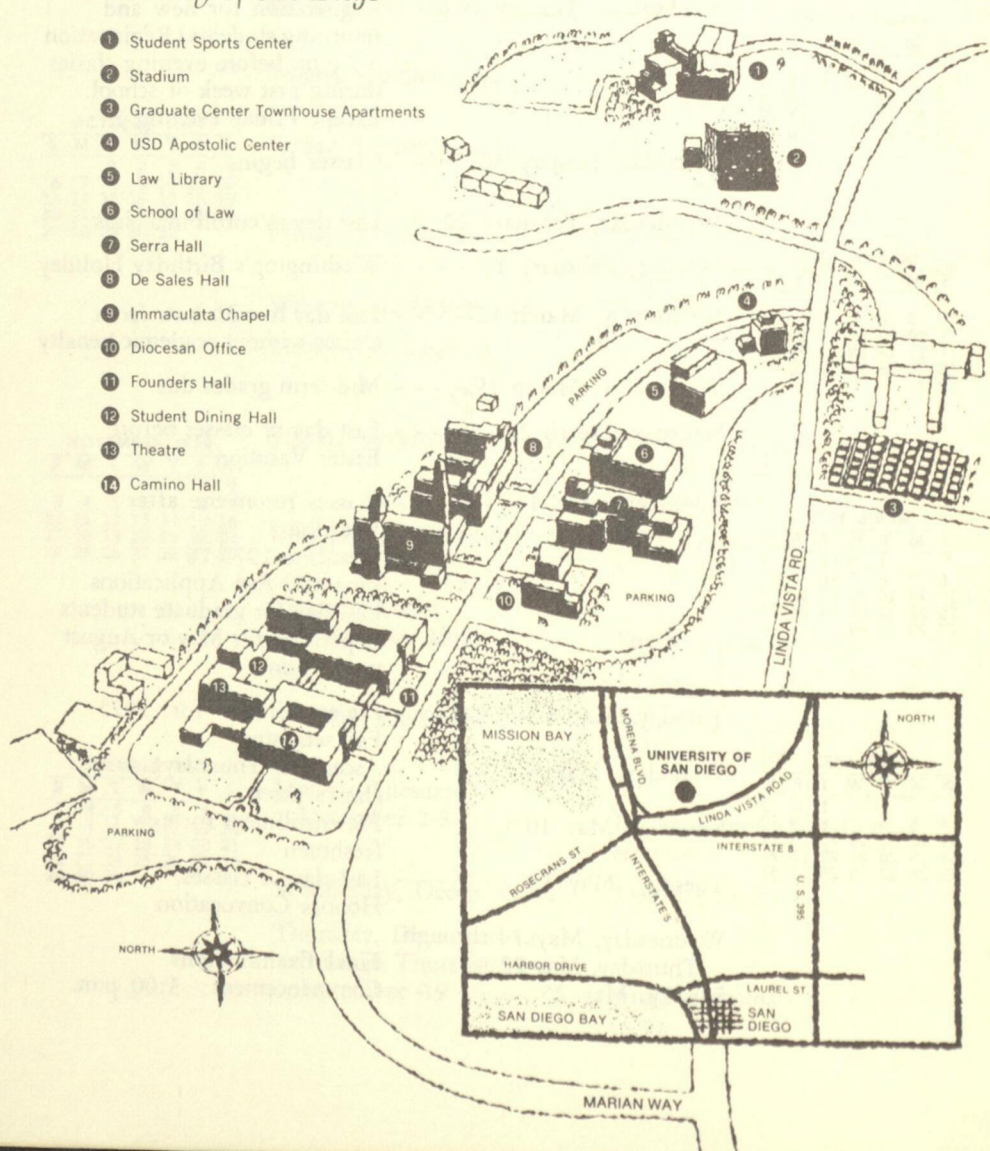
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

ACCESSIBILITY

The University of San Diego may be reached by many bus lines. Route 4, which passes Alcalá Park, runs from East Clairemont and Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Pacific Beach, Ocean Beach, Point Loma, Loma Portal, Mission Village, Serra Mesa, Cabrillo Heights, Clairemont, Mission Hills, Hillcrest, University Heights, Normal Heights, Kensington, Talmadge Park, Allied Gardens, La Mesa, Lemon Grove, Spring Valley, Grossmont, Fletcher Hills, El Cajon, Paradise Hills, Palm City, Imperial Beach.

University of San Diego

- 1 Student Sports Center
- 2 Stadium
- 3 Graduate Center Townhouse Apartments
- 4 USD Apostolic Center
- 5 Law Library
- 6 School of Law
- 7 Serra Hall
- 8 De Sales Hall
- 9 Immaculata Chapel
- 10 Diocesan Office
- 11 Founders Hall
- 12 Student Dining Hall
- 13 Theatre
- 14 Camino Hall



OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and is approved for veterans.

The University of San Diego is authorized by the Commission for Teacher Preparation and Licensing of the State of California to recommend candidates for the Multiple Subject and Single Subject credentials, the Specialist in Special Education credential and the Pupil Personnel Services credential. All of the above credentials are applicable to both elementary and secondary schools.

THE UNIVERSITY—

Its Past and Its Present

The independent University which bears the city's name was chartered in 1949. Today the University of San Diego includes a School of Law, plus the undergraduate and graduate colleges formerly known as the San Diego College for Women and the University of San Diego College for Men. On the campus also is St. Francis Seminary for undergraduate men aspiring to the Roman Catholic priesthood; its students take their academic work in the various programs offered by the University.

The years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit of the University at Alcalá Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart, its sixth college in the United States. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954, one of the twelve diocesan institutions of higher education in the United States. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcalá Park campus, the school of Law, was inaugurated in 1954. It offers a three-year full-time day program and a four-year part-time evening program, both leading to the *Juris Doctor* degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The early efforts to provide richer educational advantages to the students by sharing the curricula of the then separate colleges led to the full legal unification of the institutions in July, 1972 so that there now exists one board of trustees, one president, one administration, one faculty, one student body.

The young men and women who share the life of the University of San Diego and contribute to its growth are a diverse group. They have chosen USD for various reasons; most of them would like to acquire the

power to think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic liberal arts college, and most of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

Small classes, a friendly campus atmosphere, close rapport between faculty and students—such are the elements creating the educational environment of the University of San Diego.

PHILOSOPHY OF THE UNIVERSITY OF SAN DIEGO

USD as an Institution of Higher Education

The University of San Diego is a community of scholars; it shares with all institutions for higher education the search for truth and the pursuit of academic excellence. Students of all races, creeds, and cultural backgrounds are welcomed to become a part of this community and to join in the on-going quest for understanding.

The University is committed to the ideals of liberal education where emphasis is placed upon the potentialities of man as a physical being, as a human being, and as a creation of God. Our commitment is manifest through a general education program which constitutes a significant part of all undergraduate curricula. Liberal education emphasizes the inter-relatedness of knowledge and the relationship of specific subject matter to contemporary issues. A study of these relationships and inter-relationships is an integral part of the growing interdisciplinary emphasis in general education at the University of San Diego.

Specialized study in the individual disciplines, in pre-professional education, and in the professions complement the general education program. Each student must become aware of the serious responsibility he assumes toward all mankind as he enjoys the benefits of increased understanding.

USD as an Independent, Catholic University

The University is by the intent of its founders and by the mandate of its corporate declaration, a Roman Catholic institution for higher education. Perhaps the most unique characteristic of its individuality as one institution within a highly pluralistic system of higher education is that it is both Catholic and independent. The value posture of the institution is Christian; the interpretation of its Christianity is through the teaching of the Roman Catholic Church. It is from this base, the fundamental truths of Christianity, that the pursuit of truth continues at the University of San Diego.

Yet the University is independent; it is independent in the senses of fiscal support and administrative control. By virtue of its commitment to identifying and affirming Catholic values as the basis for a completely open-ended search for contemporary human meanings and values, it is a Catholic University.

As a value-oriented educational institution which purports Christianity as its value base, the University of San Diego must exact of its community the Christian presence and vitality required to preserve and to enrich the dignity of every human being who becomes a part of its community. It must provide respect for those whose values and beliefs differ; it must afford the opportunity for sharing ideas and values from many different traditions.

GENERAL PURPOSE OF THE UNIVERSITY OF SAN DIEGO

In view of the kind of institution this university envisions itself to be, and in a further attempt to set for itself goals which will lead in the long run to a distinct quality, value-oriented identity for this institution within the complex of all higher educational institutions, the following are the general purposes of the University of San Diego:

1. To provide for freedom of inquiry and expression in the quest for truth wherever it is to be found.
2. To provide an opportunity for the spiritual, intellectual, cultural, and social development of all members of the University community.
3. To afford the opportunity for each individual to develop a personal philosophy including fundamental value concepts upon which rational behavior is based.
4. To maintain fidelity to the Christian message as proclaimed by the Catholic Church.
5. To provide an environment of human concern within which teaching and learning can be accomplished to the maximum benefit of each individual within the University community.
6. To promote Christian ecumenism and the on-going dialogue with people of all religions.
7. To afford the opportunity for knowing and appreciating all segments of knowledge and human endeavor.
8. To provide a basis for understanding the inter-relationships between knowledge segments as well as the relevance of knowledge to contemporary social issues.

CAMPUS MINISTRY

Because the University of San Diego is a Roman Catholic institution of higher learning, it is responsible in a unique way for the development of a viable campus ministry to proclaim the Gospel and the presence of Christ in the midst of the campus community.

To further this pastoral apostolate of service to the entire university, a campus ministry team will be established during the 1974-1975 academic year to encourage growth in the areas of liturgical initiative, pastoral counselling, coordination of various expressions of religious life and Christian witness to social and moral issues.

The growth of this campus ministry program will promote ecumenical exchange and allow for creativity and adaptation to the expanding needs of the students, faculty and administration.

CAMPUS LIFE

The University of San Diego campus is a 200-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcalá Park after the Spanish university city of Alcalá, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and third largest city.

Alcalá Park's ten buildings include the Immaculata Church; the School of Law; the Law and University Libraries; four administrative and classroom buildings (Serra, De Sales, Camino, Founders) which also include the University dining hall, the Camino Theatre, and residence areas; graduate student residence apartments; and the University recreation center, comprising an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish missions, the theatre, swimming (in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

Academic Facilities

The University provides modern and comfortable classrooms, fully-equipped science laboratories, and a language laboratory.

The University Library, the hub of academic life, is located in Camino Hall. Its constantly growing collection supports the academic programs of the College of Arts and Sciences, the School of Education and the School of Business and reflects the needs of the University's expanding curriculum. Library holdings include more than one hundred and fifty thousand books and bound periodicals. More than six hundred current periodical and serial titles are received, as well as newspapers, pamphlets, government documents, recordings and microform materials.

The facility includes a listening room and a non-book materials room where microfilm readers and printers are available. Typewriters and copiers are provided for student use.

The main resources of the Library are organized as an open stack book and periodical collection. This increases their accessibility to faculty and students. The library staff is available in the areas of Reference and Bibliography, Circulation and Reserve Books, Periodicals and Curriculum, to assist in the interpretation and use of the library's resources.

Over the years gifts from many private libraries have enriched the collection, especially in the area of the humanities. The library houses the St. Thomas More collection given by the late Dr. Julia Metcalf and the Military Order of the World Wars, La Jolla Chapter, has established a depository for its historical papers.

In "Special Collections," the library exhibits a rare and precious sampling of the world's cultural treasures in the media of the printed page.

Examples ranging from the medieval period, with its illuminated manuscripts and incunabula through the centuries to contemporary fine printing and binding are included. A collection of rare tenth century ikons presented by the late Admiral William Stanley and many items associated with the late Reverend Mother Hill, such as the Christine Price Collection of book plates and the Harold Beckett Gibbs collection of books on liturgical music are housed in this area.

The Law Library, located in the Law School facility, with upward of fifty thousand volumes, is available as a support to the University Library.

Student Residence

Residence facilities are provided on campus for both men and women resident students. Freshmen and Sophomore students are required to live on campus, unless they reside in the home of their parents. Residence facilities include rooms for one, two, three or four students with walk-in closets.

Residence areas are on the upper floors of the academic buildings, easily accessible to the food service areas, the lounges, and the classroom areas. Ample parking facilities are provided near the residence halls for the use of those who wish to have a car on campus.

Sheets and pillow cases are supplied; all other items of this nature, such as pillows, towels, blankets, and bedspreads must be supplied by the student.

Residence Halls will be open for occupancy the day before registration ONLY, and must be vacated 36 hours after the student's last exam. All students MUST vacate their rooms during Christmas vacation, Intersession, and Easter vacation.

The Men's and Women's Residence Hall Associations concern themselves with all matters which affect students living on campus.

Cultural Activities

The University recognizes that an important element of the collegiate experience is an acquaintance with qualified and articulate spokesmen of our time, whether the viewpoints presented are readily shared or annoyingly abrasive. Accordingly, throughout the academic year and during the summer sessions, well-known scholars, travelers, and significant figures in public life are invited to the campus to complement classroom study, and, in general, broaden the experience of the student. Undergraduate students also have numerous opportunities to hear outstanding speakers brought to the campus by the Graduate Schools.

The University also sponsors a professional art exhibition facility, Founders' Gallery. There, under the supervision of the Director of Galleries, students actively participate in the monthly presentation of exhibitions of diverse media and a wide range of expression. Recognized masters and the finest contemporary artists comprise the balanced program of uniform excellence which has merited Founders' Gallery the highest critical acclaim.

Further, in order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional

faculty artists, and brings to the campus professionally executed programs in drama, dance, and music.

Student Conduct

It is assumed that the entry of students into the University of San Diego constitutes their acceptance of the University Code of Student Rights and Responsibilities and the regulations published by the University in accord with the Code. The Code may be found in the student handbook.

STUDENT ORGANIZATIONS AND ACTIVITIES

All students belong to the ASSOCIATED STUDENTS OF THE UNIVERSITY OF SAN DIEGO, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students and members of its governing council are elected or appointed from among the students; under their leadership, the students plan and manage student affairs and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

The purpose of the ACCOUNTING SOCIETY is to encourage and promote the study of accountancy in its highest standards. It serves as a medium between students, instructors, and other professional accounting organizations. Members take part in field trips, professional lectures by outsiders, and are encouraged to become members of the American Accounting Association, National Association of Accountants, and also to continue the study of accountancy in graduate schools until their goal is obtained.

The ALCALA PARK PLAYERS offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

The BIOLOGY CLUB is organized to offer out-of-class activities to those students interested in the Biological Sciences. Speakers, films, and field trips are presented during the year.

The BLACK STUDENTS UNION represents to the larger USD community the interests, attitudes and culture of the black students on campus, at the same time providing the students with an opportunity to share in social and cultural events.

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual growth of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world.

The FILM FORUM, sponsored by the Associated Students, has a two-fold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.

HONORS GROUPS: The University of San Diego is affiliated with several national honor associations: KAPPA GAMMA PI, the National Scholastic and Activity Honor Society for Catholic College Women, in

which students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership; PHI SIGMA TAU, the national honor society for philosophy majors and minors, which has as its purpose to recognize academic accomplishments, foster scholarly activities, and provide an intellectual and social meeting ground for its members; PI DELTA PHI, the National French Honor Society, in which French majors or minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership; SIGMA DELTA PI, the National Spanish Honor Society, in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership; DELTA EPSILON SIGMA, the National Scholastic Honor Society for undergraduates, graduates, and alumnae, the purpose of which is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. Other Honors groups are: OMICRON DELTA EPSILON, open to economics majors who have demonstrated their excellence in the study of economics; membership makes available participation in extra-curricular programs, lectures, discussions, and meetings furthering the study of economics; and SIGMA PSI, a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics; to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields; and to foster individual and joint mathematics and science research projects.

Responsibility for governing fraternity life and mediating interfraternity relationships on the University of San Diego campus is assumed by the INTERFRATERNITY COUNCIL, an organization composed of students representing each of the social fraternities.

The two social fraternities recognized by the University are: Tau Kappa Epsilon, and Phi Kappa Theta. Each aims to promote the social, intellectual, and moral development of its membership.

The INTERNATIONAL STUDENTS ASSOCIATION is an organization open to all students, especially foreign students; it plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to preserve the beauties of their own native cultures and to share them with students from other parts of the world.

MECHA-MAYA is the organization on campus representing USD's Chicano students. Its aims are to familiarize the community with the Chicano culture as well as to encourage students to share their mutual heritage.

The MODEL UNITED NATIONS CLUB gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly MUN convention.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first language club in operation; the Spanish Club is the second.

MUSIC: Several musical groups are organized on campus. The **ALCALA CHORALE** prepares several musical, or combined musical and dramatic performances each year.

The **UNIVERSITY SYMPHONY ORCHESTRA** performs each semester. Membership is by audition and is open to both students and faculty.

The **OPERA WORKSHOP** gives a production each semester.

The **SOLISTI de ALCALA** chamber orchestra gives a number of performances yearly.

The **ALCALA TRIO** offers performances both at home and on tour.

PEQUOD is published by the University of San Diego, and partially sponsored by the Associated Students of the University. Primarily intended as a literary journal for the publication of poetry, fiction, and criticism written by students and alumni of the University, *Pequod* invites the submission of work by others, both students and professional writers.

The **POLITICAL SCIENCE CLUB** is designed to stimulate an active interest in political affairs at all levels of government. The club frequently brings to the campus political speakers; it invites members of the Consular Corps for lecture and discussion. A continuing film program is also offered. The club provides analyses of campaigns and electoral decisions. Club members often attain positions in organizations of federal, state and local office holders and seekers. Membership is open to anyone who is interested.

The **PRE-MEDICAL CLUB** provides students in the pre-professional areas of medicine, dentistry, etc., contact with professionals in these areas as well as counselling and coaching on various aspects of the examinations required for entrance by professional schools.

The **PSYCHOLOGY CLUB** promotes the interest and creative development of students studying psychology or related life sciences. Programs are designed to augment and enhance the regular curriculum and include lectures, colloquia, and panel discussions.

PUBLICATIONS: Student publications are the annual, **ALCALA**; the newspaper, **VISTA**; and **LA GIROUETTE**, French Club quarterly.

The department of Natural Sciences sponsors a **SCIENCE CLUB** for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institution of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The **SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT**, student chapter, promotes field trips for students in Business Administration, and arranges for visiting speakers to lecture on campus regarding the problems and techniques of management in the business world today.

The **YOUNG DEMOCRATS** and **YOUNG REPUBLICANS** are organized on campus to foster creative interest in American political life, and to develop in students a sense of responsibility for the welfare of the nation.

RECREATION

The USD Recreation Department is rapidly expanding to offer the USD community enormous opportunity to use their leisure time constructively. A great variety of Recreational events, some cooperative with Cal State San Diego, dot the calendar including Bike excursions, camp outings, Colorado River trips, Ski trips and a Baja weekend. Participation is the key to tremendous enjoyment complementing a learning experience.

Students are encouraged to use the facilities of the Student Sports Center, located at the top of the hill East of the football field. Facilities include: heated olympic-size swimming pool (2 low dives, one high), a six-basket gym, two volleyball nets (one indoor, one outside), 12 tennis courts (eight on West side of school), six three-wall handball courts, a Universal weight machine, and a utility field for jogging, etc. A great variety of equipment can be checked out of the Recreation office with a USD ID (including badminton sets, frisbees, softball equipment, footballs, football flags, volleyballs, basketballs, racketball paddles, hardballs, etc.).

ATHLETICS

The University offers a program of intramural sports and maintains a schedule of intercollegiate games in basketball, baseball, football, tennis, golf, and surfing.

The University holds membership in the following:

- American Association of College Baseball Coaches
- National Association of Basketball Coaches
- National Collegiate Athletic Association
- NCAA Golf Coaches Association
- Southern California Athletic Conference

ANCILLARY ORGANIZATIONS

There are several ancillary organizations which render valuable aid to the University:

The Children of Mary—a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart.

The University of San Diego Auxiliary—a women's group organized to promote the interests of the University in the community.

The University of San Diego Alumni Association—organized to promote camaraderie among former students and graduates of the colleges, schools, and seminaries and to aid the University through its activities.

The Alumnae of the Sacred Heart—a unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

The President's Club—organized to assist and to advise the President

of the University; membership restricted to donors of \$1,000 or more annually.

The Committee for Excellence—organized to promote the interests of the University by utilizing the expertise of a membership composed of community leaders, alumni, and friends of the University.

Advisory Committees—special committees created to promote specialized interests of the University in the various academic areas: *i.e.*, Ecumenical Center, Art, Music, Business, Law, Mexican-American, Community Relations, etc.

UNIVERSITY BOOKSTORE

For the convenience of students, the University operates a bookstore on the campus. Textbooks, stationery, laboratory supplies, and notions are available there on a cash basis.

STUDENT SERVICES

Student Health Service

The primary aim of the Health Service is to maintain conditions of sound mental and physical health. A registered nurse is available on week days from 9:00 a.m. to 2:00 p.m. A doctor is available two days a week to make superficial examinations and diagnosis. Two well equipped hospitals, located nearby, offer facilities for surgery and for care of those seriously ill. A medical examination and certificate of health is suggested for each entering student. There is a nominal charge for all medication and supplies dispensed from the Health Center.

Educational Development Center — Room 303, Serra Hall

The purpose of the Educational Development Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the normal demands of an academic community. The following counseling, educational, and supportive services are provided to meet student needs:

A. Counseling Services

Adjustment to college life is a prerequisite to academic success. To assist in this adjustment, professional counselors offer help to students who seek increased self-understanding and insight into academic, vocational, and personal problems.

Particular assistance is available to students undecided about an academic major or contemplating a change in the major.

B. Placement Services

The Placement Services are designed to help students understand themselves through counseling, to aid in the clarification of life goals and educational and job objectives, and to help make employer contacts. The Placement Office maintains a library of career information, assists in resume preparation, and arranges job interviews.

C. Educational Services

The Reading Efficiency Laboratory is designed to increase speed of reading and degree of comprehension so that students

may profit maximally from their reading activity. Most students double or triple their reading rate and increase their comprehension after completing this program.

The Learning Laboratory is equipped to permit students to study English and Mathematics for review or for increased knowledge. The laboratory is entirely self-instructional so that students may progress through the programs at their own speed.

The Efficient Study Program is designed to instruct students in effective ways to meet the academic demands of college in order that they may make the most effective use of time.

D. Foreign Student Advisor

The Foreign Student Advisor has the general responsibility for the welfare of all students attending the University on visas. Services provided include academic counseling, immigration matters such as issuing visa renewals, moderating the activities of the International Students Association, and instruction of English as a Second Language.

Educational Opportunity Program (EOP)

The Educational Opportunity Program at the University of San Diego is designed to assist the following types of students:

1. Those of all races, creeds, and colors, who are regularly admitted with full academic standing but who are financially unable to meet tuition and fees. Their financial need is determined with the help of the standard "Needs Analysis" of the College Scholarship Service of Berkeley, California. Financial Aid consists of scholarships, grants, loans, and part-time employment. Students may apply for one or more kinds of aid depending on determined need, qualifications, and funds available.
2. Those of all races, creeds and colors who fall under the 4% rule. The faculty has approved a plan similar to that of other colleges and universities whereby 4% of the new freshmen and transfer students each year may be students whose high school records show achievement less than that required of those regularly admitted. In these cases, additional information is obtained concerning the student's motivation and the contributing factors to past academic performance. This information is presented to the EOP Committee which recommends 4% admissions.

The Educational Opportunity Program is therefore designed to take both qualified and some not qualified by virtue of scores but who possess college potential, to provide them with funds if need exists, and to assist them by providing the following services:

- a. Recruitment and counseling on high school and Community College campuses.
- b. Assistance in making application to USD.
- c. Assistance in preparation of all financial aid applications.
- d. Assistance in preparing programs of study each semester.
- e. Free tutorial assistance.
- f. Counseling assistance.

Interested persons should contact:

The Educational Opportunity Program
Founders Hall
The University of San Diego
Alcala Park
San Diego, California 92110

Or, you may call during regular hours for information.

ADMISSION

Admission is based upon evidence of the applicant's fitness to profit by college work at the University of San Diego. Applications for admission to the fall or spring semesters, or to the summer sessions, should be made as early as possible.

ADMISSION TO FRESHMAN STANDING

- 1) Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.
- 2) Scores on the Scholastic Aptitude Test of the College Entrance Examination Board (SAT). Students should plan to take this test in their junior year or early in the year that they apply. ACT test scores from the American College Testing Service are permissible for out-of-state students only.
- 3) Academic recommendation from high school faculty.
- 4) A personal interview is strongly recommended.

Admissions Procedure

Application for admission is made through the Office of Admissions. Forms should be completed and filed together with transcript of credits as early as possible.

The procedure for application is as follows:

1. A candidate should procure the Application for Admission form from the Office of Admissions and return the completed form with the fee of \$20.00.
2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the Scholastic Aptitude Test of the College Entrance Examination Board should be forwarded to the University at the request of the student. Out-of-state students may forward ACT test results.

4. The applicant should arrange to have sent directly to the University the recommendations as indicated on the Application for Admission form.
5. Arrangements for a personal interview should be made through the Office of Admissions.
6. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application.
7. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board (May 1 preceding the fall semester in which the applicant wishes to enter.) This means that candidates who have been informed of their acceptance in the University are not asked to make any non-refundable deposit prior to that date.
8. Resident students should send a room reservation of \$100.00 when accepted. Commuting students should send their \$50.00 tuition deposit when accepted. These *non-refundable* deposits are credited to the student's account.
9. The student will then receive information concerning University regulations, and a health form to be filled out by a physician and returned before entrance. Transfer students may expect to receive an evaluation of previous work approximately two weeks before the start of the semester.
10. Incoming students are encouraged to write, telephone, or visit, if they wish to have questions clarified.

Early Admission

Some students of superior academic achievement and promise, require less than the usual four years of high school to prepare for college. A superior student who has completed high school in less than eight semesters may apply for admission.

Early admission candidates take the Scholastic Aptitude Test during their junior year. They offer a secondary school program of 16 units in academic subjects.

Advanced Completion of College Courses

Candidates presenting a transcript showing work from a collegiate grade institution completed while still in high school may receive appropriate college credit, provided such credits are not needed to satisfy minimum high school graduation requirements. This credit does not normally exceed 12 units.

Advanced Placement and Credit

College credit may be granted for advanced placement courses taken in secondary schools, when such courses are completed with scores of 3, 4 or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. In addition, students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit when such courses

were taken after the junior year and not required to meet high school graduation requirements. The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his undergraduate program.

College-Level Examination Program (CLEP)

College credit may also be granted, within certain limitations, for the General and Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. This program may be utilized by entering freshmen who take the tests prior to matriculation for the purpose of earning advanced standing credit, by regularly enrolled students for accelerating their programs or demonstrating competency in certain subjects, or by candidates for transfer who desire advanced credit or present the tests in support of applications for admission. Further details can be obtained by writing to the Educational Development Center.

Veterans Certificate of Eligibility

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veterans authority in order that the University can certify to the Veterans Administration that he has entered into training. For further information, contact your local Veterans Administration Office or the Registrar's Office.

Admission to Summer Sessions

Students who are candidates for degrees at the University are eligible to register for the summer sessions.

Students who are candidates for degrees at another college or university may enroll in summer sessions at the University, but they are advised to consult with the Dean of their institution to assure themselves that credits earned here will be accepted in transfer.

Others applying for admission to summer sessions will be accepted if it appears that they can profitably undertake work at the University.

Registration in summer sessions does not constitute admission nor imply eligibility to enroll in the fall semester.

Advanced Placement for High School Students

Qualified high school seniors may be admitted for concurrent enrollment at the University of San Diego upon recommendation of their principal, counselor or other officially designated officer. Under extraordinary circumstances, with special recommendation of the high school, students may be admitted to the program before the senior year.

Students may take any course for which they have the prerequisites set by the college and for which they have the recommendation of the high school representative.

Students must earn grades of B or higher to be eligible for continuation in the program. In special circumstances a student who receives a C may continue, if he has the special approval of the high school representative and of the college instructor. A student who receives a final grade of D or F in any course may not continue in the program.

On recommendation of the high school representative, a student may drop a course anytime up to and including the last day of the semester. In such cases no entry is made on the academic record card maintained by the University for each student.

The pass/fail option is not available to advanced placement high school students.

Inquiries concerning the program should be addressed to:

Advanced Placement Representative
College of Arts and Sciences
University of San Diego
Alcala Park
San Diego, California 92110

HONORS AT ENTRANCE

The award of Honors at Entrance is a recognition of academic excellence. All high-ranking candidates for admission are considered for this award; hence, no special application for it is made by the student. Conferment of Honors at Entrance is without reference to financial status and carries with it no monetary grant. Criteria for the award are superior academic performance in high school, including rank in upper tenth of class; high CEEB scores; and distinguished activity and citizenship records.

ADMISSION TO ADVANCED STANDING

The University normally accepts on transfer from a college or university students who present a C average or better, *if they were admissible to the University as freshmen*. Candidates who were not eligible for admission to the university as freshmen must present at least twenty-four units of acceptable college work.

Candidates for advanced standing, in addition to the procedures listed on pages 20-21, must present official transcripts of all college work, a statement of honorable dismissal from the college, and a letter of recommendation from the college.

Transfer credit is officially evaluated by the Dean, following the student's acceptance and submission of residence or tuition deposit. *No official evaluation can be made before that time.*

ADMISSION OF FOREIGN STUDENTS

The University of San Diego welcomes foreign students who can demonstrate their ability to undertake college work with profit in the United States.

Applicants for admission from foreign countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. *All records must be translated into English.*

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey, 08540; admission will not be granted until results of this test are received by the University. It is the responsibility of the foreign student to see that all credentials for admission to the fall semester are received in the Office of Admissions by July 1 and for admission to the spring semester by December 1. The last TOEFL test dates to meet these deadlines are May for the fall semester and September for the spring semester.

All foreign students accepted at the University must provide for their financial support from non-University sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Resident students should send a room reservation deposit of \$100 and commuting students should send a tuition deposit of \$50 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until the receipt of the deposit.

The Immigration Form I-20 will be sent to the student upon receipt of an affidavit of support indicating the amount and source(s) of finances, and a reservation deposit. The applicant must be accepted as a full time student working toward a degree before he is eligible for an I-20 form.

Evaluation of foreign transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded to the University as early as possible.

ADMISSION TO GRADUATE STANDING

See Graduate Division Bulletin

UNIVERSITY OF SAN DIEGO 1974-1975 EXPENSES FOR UNDERGRADUATES

APPLICATION FEE*, payable when application is made for admission. It must be paid by all students	\$ 20.00
TUITION, per unit (1974-75)	65.00
INCENTIVE TUITION, per unit, applicable if all graduation requirements are completed or currently in process and the student is registered for 12 or more units at the regular rate	32.50
ASSOCIATED STUDENTS FEE	
12 units or more, per semester (\$2.00 Cal-Pirg refundable)	27.00
7-11 units, per semester	15.00
DEPOSITS	
Advance tuition deposit for day students (non-refundable)	50.00
Advance room deposit for resident students (non-refundable) ..	100.00
Damage deposit for resident students (due at registration)	50.00
ROOM AND BOARD	
Singles, per semester	775.00
Doubles, per semester	700.00
Triples or Quads, per semester	650.00
Triple Suites (DeSales), per semester	750.00
Room and board, per week (including vacations)	50.00
Room and board, 3 week session	150.00
AUDITING, one-half the regular tuition charge, per unit	32.50
SPECIAL FEES	
Vehicle Registration Fee, per year	10.00
Late Registration Fee	10.00
Graduation Fee	30.00
Credential Program, Field Experience	
per unit	5.00
per course fee additional	2.00
Credit by examination, per unit	32.50
Special Examinations	5.00-10.00
Music, applied lessons, per semester (payable at registration) ..	100.00
Transcripts, first one free, each thereafter	1.00

REFUND POLICY: Fees and Deposits (except damage deposit) are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar.

First week of classes	80% refund, per unit
Second through fifth week of classes	50% refund, per unit
After fifth week	NO REFUND

ROOM & BOARD REFUND POLICY:

First week of classes	80% refund
Second through fifth week of classes	50% refund
After fifth week	NO REFUND

At the end of the academic year, the damage deposit may be refunded in full if no damage has been charged against it, or in part according to the amount of damage charged; it will be carried over to the next year if the student will return to the residence hall the following September.

*Application fee may be waived where there is evidence of exceptional financial need.

PAYMENT PLANS

Effective for the 1974-1975 academic year, the University of San Diego is inaugurating two alternative payment plans, in addition to Tuition Plan, Inc. The plans are described below. All expenses are payable on Registration Day (or via in-mail registration just prior to Registration Day) except for those who have pre-arranged with the University to adopt one of the following payment plans.

Additional information on any of the payment plans is available from Student Accounts Receivable, (714) 291-6480, ext. 363. Agreement forms for the Installment Payment Plan may be obtained from Room 104, De Sales Hall or from Student Accounts Receivable, University of San Diego, Alcala Park, San Diego, California 92110.

Pre-Payment Plan

The Pre-Payment option allows a discount of 6% per annum for as many months as expenses are paid in advance. The Pre-Payment Plan operates according to the following guidelines:

- total semester's payment must be made by July 1st (for fall semester) or December 1st (for spring semester);
- total payment may be discounted at the rate of 6% per annum for the year 1974-1975, for as many months as paid in advance by the first of the month;
- amount paid is refundable in full prior to Registration Day; after Registration Day, amounts due the University are governed by the published University refund policy;
- if the student opting for the pre-payment plan is unsure of the number of units to be taken, a semester average of 16 units or yearly average of 31 units will be used; payment adjustments for deviations from this unit average will be made within a reasonable time after actual charges are determined.

Installment Payment Plan

The Installment Payment option allows for payments in five equal installments for each semester, or ten equal installments for the full year. Under this plan, payments for fall semester begin on June 1, and for spring semester, on November 1. There is a non-refundable annual \$25.00 administrative charge, payable with the first installment. The Installment Payment Plan operates according to the following guidelines:

- payments for fall semester begin on June 1, and for spring semester, on November 1;
- a non-refundable annual \$25.00 administrative fee is payable with the first installment;
- installments are equal, except for administrative fee added to first installment; non-refundable deposits are excluded in ascertaining the amount of the equal installments;
- amount paid (except for administrative fee) is refundable in full prior to Registration Day of the semester for which the expense is incurred; after Registration Day, amounts due the University are governed by the published University refund policy;

- if the student opting for the installment plan is unsure of the number of units to be taken, a semester average of 16 units or yearly average of 31 units will be used; payment adjustments for deviations from this unit average will be made in the final two installments.
- students whose commitment to attend the University of San Diego occurs after June 1 may apply for authorization to enter the plan.

Tuition Plan, Inc.

The University of San Diego also offers the possibility of paying expenses on a monthly basis through the Tuition Plan, Inc. A percentage rate of $1\frac{1}{2}\%$ per month is charged on the amount financed. A benefit of this program is the insurance coverage available on the insurable parent's life which assures the student the continuance of education in the event of the death of the insurable parent.

FINANCIAL AID

The financial aid program at the University of San Diego includes scholarships, grants, loans, part-time employment, and deferred payment programs. These programs are administered by the Director of Financial Aid and are intended to recognize and assist students who otherwise would be unable to attend the University.

Generally speaking, financial aid is awarded to those students who need it most. The University recognizes that the primary responsibility for paying University expenses rests with the parents. The student himself is expected to make a reasonable contribution toward the cost of his education. Parents are expected to contribute in proportion to their resources. Any financial aid awarded by the University represents the difference between the student's family contribution and the expenses required to attend the University.

The family's ability to pay and the student's financial need and eligibility for the various programs are determined by analyzing the information entered on the Parent's Confidential Statement of the College Scholarship Service in conjunction with the parent's most recent income tax return. The student must be enrolled on a full-time basis in good standing and may apply for one or more kind of aid depending on his determined need, his qualifications, and the funds available.

Requirements, Deadlines, and Application Procedures

Formal application for admission and acceptance to the University are necessary before any consideration for financial aid can be given.

Prior to April 1, all prospective aid applicants must meet with the following requirements:

1. The student must have completed and filed the Application for Financial Assistance with the Financial Aid Office. This form is available from the Financial Aid Office.

2. The student and his parents must have completed and filed the Parent's Confidential Statement with the College Scholarship Service. This form is available from any high school counseling office or from the

Financial Aid Office at the University and is forwarded to the College Scholarship Service directly upon completion.

3. The student must have submitted a copy of the parent's most recent income tax return to the Financial Aid Office.

4. The student must be officially accepted by the Office of Admissions and intend to enroll as a full-time student.

Financial aid awards are usually made on a one year basis. The award amount is used one-half per semester. All awards are renewable every year provided that the student repeats the above listed procedures each year that aid is requested and that he remains financially and academically eligible. Deadline for completing application for the Fall semester is *April 1*. The deadline for completing application for the Spring semester is *December 1*. Awards are made for the Spring only if funds are still available. With the exception of summer employment and guaranteed student loans, financial assistance is not readily available for use during the Summer.

SCHOLARSHIPS

University of San Diego Scholarships

Each year the University offers a number of scholarships to qualified students on the basis of their scholastic records, their Scholastic Aptitude Test scores, their financial need, and the recommendations received from the student's counselors or instructors. Priority for scholarships is given to those students who expect to complete their undergraduate degree at the University of San Diego.

Freshmen, transfer students, and currently enrolled students may apply for this program. Scholarships may be renewed each year upon application as long as the student continues to maintain a satisfactory grade point average and continues to demonstrate financial need. Applications and further details are available from the Office of Financial Aid.

Catholic Leadership Scholarship Program

The University of San Diego will award renewable scholarships annually to one freshman and one junior transfer student from each of the twelve Deaneries in the Diocese of San Diego, a total of 24 Catholic Leadership Scholarships. Each scholarship will have a value of \$500-\$1,000 per year, depending on the financial need of the recipient.

Several additional Catholic Leadership Scholarships will be awarded on an "at-large" basis to the strongest runner-up nominees, after the initial choice of candidates by Deaneries.

In addition to the usual admissions and financial aid papers required by the University of San Diego for its new students, applicants for the Catholic Leadership Scholarships must be recommended by the pastor of their home parish, in order to be eligible for consideration among the candidates from the Deanery to which that parish belongs.

California State Scholarships

All students who are residents of California are expected and urged to apply for a California State Scholarship through the State Scholarship and Loan Commission in Sacramento. Application forms and information are available in the high school counseling office, from the Financial Aid

Office, or from the State Scholarship and Loan Commission, 1410 Fifth Street, Sacramento, California 95814.

The student must take the Scholastic Aptitude Test and file the Parent's Confidential Statement with the State Commission in order to determine his eligibility. Recipients must sign for their scholarship each semester in the appropriate academic office. *Deadline for completing application for this program occurs in early November.*

Private Scholarships

The University of San Diego periodically receives scholarship monies from private sources in order to provide financial stipends to selected students. The qualifications and requirements for the different awards vary and are usually stipulated by the donor or organization. The following is a partial listing of some of the available programs.

Ainosuke Esaki Commemorative Scholarship

Mr. and Mrs. Aiji Esaki have endowed two \$200 scholarships, to be awarded by the faculty of the Art Department each semester, to outstanding full time Art majors in the junior and senior years.

Arizona Alumnae of the Sacred Heart Scholarship

The Arizona Chapter of the Associated Alumnae of the Sacred Heart provides a \$500 scholarship award for a female Arizona student who is in financial need.

Bekins Scholarship

Each year the Bekins Scholarship Foundation provides financial assistance to children of Bekin's employees and agents. The amount of the award is determined by the financial need of the applicant.

Bishop Maher Revolving Scholarships

This program, made available by Bishop Leo T. Maher, provides financial stipends of various amounts for the needy Spanish-speaking students of the Diocese of San Diego who attend the University of San Diego.

Colorado Alumnae of the Sacred Heart Scholarship

The Colorado Alumnae of the Sacred Heart have established this scholarship fund in order to assist Colorado residents who wish to attend a Sacred Heart affiliated university.

Copley Newspaper Scholarships

These scholarships provided by the Copley Newspapers Department of Education are available in varying amounts on the basis of both academic merit and financial need.

Elks National Foundation Scholarships

Eligible students are invited to compete annually for the Elks "Most Valuable Student" national awards and for awards sponsored by the various local Elk Lodges. These awards are of various amounts and are administered by the B.P.O.E. in the student's own local area. Local Elks Scholarship Chairmen may be contacted for applications and additional information.

Emil Ghio Scholarships

This scholarship fund, provided by Emil A. and Sylvia C. Ghio, is available in varying amounts to needy students selected by the University of San Diego.

Helen S. Corcoran Scholarship

This award is provided each year to a woman resident student coming from the state of Arizona.

Irving Salomon Political Science Scholarships

Four scholarship awards totaling \$250 each are awarded to outstanding political science majors each semester as chosen by the Department of Political Science.

John Francis McGeever Memorial Scholarship

This scholarship fund, in honor of the late John F. McGeever, provides a financial stipend in varying amounts to a worthy student in the Teacher Education Program at the University of San Diego.

Labor Day Ball Scholarship

The Board of Directors of the San Diego-Imperial Counties Labor Council has established this \$500 scholarship to be awarded to a student residing in San Diego County on the basis of need and merit.

Los Angeles Alumnae of the Sacred Heart Scholarship

The Los Angeles Alumnae of the Sacred Heart have designated a scholarship award to be provided to a woman student who is a permanent resident of Los Angeles County.

Mabel Wilson Richards Scholarships

These scholarships are designed to provide financial assistance for the education of worthy and needy girls who reside in the City of Los Angeles or immediate vicinity and were created by the Will of the late Mabel Wilson Richards. Amounts total \$500 per year.

Mexican-American Leadership Scholarships

The Mexican-American Leadership Education Committee of San Diego provides a number of awards each year to natural born Mexican-Americans who are permanent residents of San Diego or Imperial County.

Mexican-American Studies Scholarships

Four tuition scholarships are awarded each year to worthy Mexican-American students to enable them to attend the Summer Session in Guadalajara.

Model Neighborhood Scholarships

These scholarship awards are made available through the San Diego Model Cities Program in varying amounts based on need for students residing in the Model Neighborhood area.

Patrick Henry High School Scholarships

Students from Patrick Henry High School who enroll at the University of San Diego are eligible for these awards which help defray part of their University expenses.

Reverend Mother Rosalie Hill Memorial Scholarship

Each year, a financial stipend is awarded to a female student in honor of the Reverend Mother Hill, foundress of the San Diego College for Women.

Rotary Foundation International Scholarships

Young men and women who have maintained high standards in

academic studies and have completed two or more years of University work are eligible. The program designates that the applicant be able to carry on a rigorous year of study and travel in another country and be proficient in the language of that country. Awards cover full costs and living expenses. Application is made through a local Rotary club in early March.

San Diego Alumnae of the Sacred Heart Scholarship

The San Diego Alumnae of the Sacred Heart have provided a scholarship grant for a qualified woman student.

San Diego County Citizens' Scholarships

These awards provided under "Dollars for Scholars" are administered by the San Diego County Citizens' Scholarship Foundation and are available to qualified graduates of San Diego County high schools.

Sr. M. Aimee Rossi Music Scholarships

These scholarship awards of various amounts are provided for performance majors as determined by the Faculty of the Music Department.

University of San Diego Alumni Association Scholarships

The Alumni Association of the University of San Diego has provided funds for scholarship awards for qualified students who attend the University of San Diego.

Western Students Trust Scholarships

This fund, established by an anonymous donor, is available in varying amounts to students named by the Trust administrators.

School of Business Administration Scholarships

Catherine B. Ghio Scholarship

Anthony's Fish Grottos grant \$1,000 each year to the School of Business Administration to be awarded to its students who demonstrate sound business potential, good academic performance, sound character and a definite financial need.

James S. Kemper Foundation Scholarship

The James S. Kemper Foundation provides scholarships to the School of Business Administration for students with high scholastic standards, personal development, financial need and who intend to make insurance their career.

James S. Kemper Foundation Summer Internship

The James S. Kemper Foundation provides on-the-job training internship in order to help the student better understand the relationship between academic studies and the practical operations of insurance.

Women's Auxiliary to the San Diego Chapter of the California Society of Certified Public Accountants Scholarship

A scholarship in the amount of \$300 is offered to a deserving upper division student who plans to enter the field of public accounting. Achievement in the field of accounting and financial need are emphasized for consideration of this scholarship.

San Diego Trust and Savings Bank Scholarship

The San Diego Trust and Savings Bank offers two \$1,000 scholar-

ships to the School of Business Administration to be awarded to its students who demonstrate sound business potential, good academic performance, sound character, a definite financial need and who demonstrate an interest in a career in banking.

San Diego Trust and Savings Bank Internship

The San Diego Trust and Savings Bank offers on-the-job training in order to provide the student the opportunity to apply his academic training in business administration to the practical field of banking.

GRANTS

University of San Diego Grants

This program of gift assistance is provided directly by the University of San Diego and is earmarked for low-income disadvantaged students. The awards range from \$100 to \$1000 per year and are available to any student who meets with the specified criteria.

Supplemental Educational Opportunity Grants

Undergraduate students with exceptional financial need who otherwise would be unable to attend the University of San Diego are eligible. These Federal grants range from \$200 to \$1000 per academic year and must be matched by like or equal financial assistance provided by the University. Only students from families designated as low-income are eligible for consideration.

Basic Opportunity Grants

Under this Federal program, eligible students are entitled to receive a maximum grant of \$1400 per year minus the family contribution as determined by the United States Office of Education. The student may obtain the "Request for Determination of Family Contribution" from any postsecondary institution, high school, county agent, or post office.

Once the determination of the amount has been made, the student may submit his request for assistance directly to the University of his choice.

College Opportunity Grants

All California residents are encouraged to apply for the College Opportunity Grant Program which is administered by the State Scholarship and Loan Commission in Sacramento.

Grant assistance under this program is primarily for students who plan to initiate their college careers at a public community college. Exceptions are made if the student has a valid and important reason for starting his career at the University of San Diego.

Applicants must come from a low-income family, generally of an ethnic minority background and must be able to demonstrate need for financial assistance. Applications are available from any high school in the State of California. Application deadline is in January of each year. Amount of the grant includes tuition and fees plus a standard subsistence allowance for living expenses for qualified applicants.

Bureau of Indian Affairs Grants

The United States Government, through the Bureau of Indian Affairs, provides annual scholarship grants to Native-American students to enable them to attend institutions of higher learning. Eligibility is dependent upon certain established criteria. Recipients must be one-quarter or more degree American Indian. Financial need and scholastic ability are also considered.

Interested Indian students should contact the Area or Agency Office having records of their tribal membership. That office will provide the necessary application forms and information. The amount of the award varies and is based on unmet financial need.

Mexican-American Studies Grants

Five grants of \$500 each are awarded each year under the auspices of the Guadalajara Program to worthy Mexican-American students who attend the University of San Diego.

LOANS

National Direct Student Loan Program

These loans are provided by the Federal Government and may not exceed \$1000 per academic year for an undergraduate student. Interest at the rate of three per cent begins to accrue nine months after the borrower ceases to be a full-time or half-time student. Repayment may be extended over a period of ten years. Members of the U.S. Armed Forces, Peace Corps, and Vista may have repayment of principal and interest deferred for up to three years. Teachers in low-income areas and teachers who serve the handicapped may cancel 100 per cent of their loan over a five year period.

Guaranteed Student Loan Program

The Guaranteed Student Loan Program is designed to make it possible for students to borrow from private lenders such as banks or credit agencies. These loans are guaranteed by State or private nonprofit agencies or insured by the Federal Government. The Federal Government will pay part of the interest for qualified students.

A maximum of \$2,500 per academic year may be borrowed, and the student may apply for interest benefits by submitting a recommendation from his educational institution to the chosen lender. Repayment is normally made in equal installments over a period of ten years. Loans may be prepaid at any time without penalty. Applications and eligibility requirements may be obtained from lenders, schools, State or private nonprofit guarantee agencies, and regional offices of the U.S. Office of Education. Out-of-state students should obtain this information from their own home town lender or their State Department of Educational Assistance. The student should allow six to eight weeks for processing.

United Student Aid Fund Loan Program

United Student Aid Funds is a private, nonprofit corporation which endorses low-cost loans made by participating hometown financial institutions to deserving students. This program brings together the student's

financial institution and the student's school which provides part of the loan funds.

Generally, the same rules and eligibility requirements apply as those indicated for the Federally Insured Student Loan Program. Applications and information are available from the student's educational institution. Students should allow ample time for application processing and should apply early enough to have the loan in time for the beginning of the semester.

Gulf Oil Corporation Student Loan Fund Program

The Gulf Oil Corporation annually provides the University of San Diego with an amount of money to be used for low-interest loans. This program is designed to make it possible for students, who because of personal, financial or related circumstances are unable to secure adequate help through normal scholarship, work, or loan channels. Repayment of the loan must be made within five years after graduation. Further details and applications are available from the Financial Aid Office.

Paul Howard Loan Fund

This program is made available through the Scott Foundation—Walker Scott Company, in the honor of Paul Howard, past president of the Advertising and Sales Club of San Diego. Loans are offered to upper division students who are majoring in Marketing, Journalism, Art, Business Administration, Economics, or Radio and Television.

Amounts range from \$10 to \$200 and must be repaid following receipt of degree, or cessation of full-time attendance. Loans made under this program are interest free.

Emergency Student Loan Program

Emergency student loans are available from the Office of Financial Aid for full-time students during the Fall and Spring semesters only beginning two weeks after the start of each semester. The following programs are available and no interest is charged:

Disabled American Veterans Emergency Education Loan Fund

D.A.V. Industries, Inc. has provided funds for disabled American veteran students who are in good standing. Any amount up to \$300 may be borrowed over a 90-day period.

La Jolla Rotary Club Loan Fund

The La Jolla Rotary Club has established an emergency loan fund which provides loans of from \$1 to \$50 to be repaid within a thirty day period.

Lions Club Loan Fund

The Welfare Foundation of the Lions Club of San Diego has entrusted \$500 to the University of San Diego for the purpose of making small loans on a revolving basis to needy students. Amounts range from \$10 to \$25 over a thirty day period.

University of San Diego Ladies Auxiliary Loan Fund

The Ladies Auxiliary of the University of San Diego has provided the University with funds to administer emergency loans in amounts of \$1 to \$50 on a thirty day basis.

EMPLOYMENT

College Work-Study Program

This is a Federal program which provides part-time work to low-income needy students. Employment opportunities both on and off the campus are available in areas usually oriented to the student's educational objectives. Employment is limited and is arranged to correspond to the student's class schedule. Fifteen hours per academic week, and forty hours during vacation periods constitute an average work load during the year. Available jobs and further information may be obtained from the Financial Aid Office.

University Work-Opportunity Program

In addition to the Federal College Work-Study Program, the University of San Diego offers a number of job opportunities to needy students who do not otherwise qualify for the Federally subsidized programs. These jobs enable the student to work for direct tuition credit and do not involve cash payment. Further details are available from the Financial Aid Office.

Off-Campus Employment/Placement Program

In conjunction with the Placement, Personnel, and Financial Aid Offices, a Part Time Job Center is operated by the students. The center contains listings of part-time positions within the San Diego area.

Inquiries concerning any of the financial aid programs listed should be directed to:

Director of Financial Aid
University of San Diego
Alcala Park
San Diego, California 92110
Phone (714) 291-6480

VETERANS ASSISTANCE PROGRAMS

In addition to the financial aid programs already listed, American Veterans will want to explore the possibility of benefits provided by the V.A. and the State of California. Eligible veterans may receive up to 36 months of education. Further information and answers to specific questions are available from the nearest V.A. Regional Office or from the Veteran's Coordinator in the Registrar's Office. The services of a Veteran's Club are also available on the campus to help the student veteran with his academic and financial planning.

VOCATIONAL REHABILITATION SERVICES

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

Appointments may be made with a rehabilitation counselor by contacting the State Department of Rehabilitation at the San Diego District Office, 1350 Front Street, San Diego, California 92101.

MAJORS AND MINORS

MAJORS: The University of San Diego offers undergraduate major programs in:

Accounting	Hispanic/Latin American Studies
American Studies	International Relations
Art	Mathematics
Biology	Music
Business Administration	Non-Western Studies
Chemistry	Philosophy
Economics	Physics
English	Political Science
European Studies	Psychology
French	Religious Studies
General Studies	Sociology
History	Spanish

MINORS: The University of San Diego offers undergraduate minor programs in all the above majors, plus:

Anthropology	Special Education
Art History	Speech Arts
German	Theatre Arts

PRE-PROFESSIONAL PROGRAMS are available in:

Dentistry	Medical and Chemical Technology
Education	Medicine
Engineering	Optometry
Foreign Service	Pharmacy
Law	Public Administration
	Veterinary Medicine

CREDENTIAL PROGRAMS are offered in:

Multiple Subjects	Community College Counselor
Single Subject	Community College Student
Pupil Personnel Services	Personnel Worker
Special Education	

GRADUATE: The University of San Diego offers programs of study leading to the Master's degree in:

Business Administration	English
Education:	French
Counselor Education	History
Curriculum & Instruction	International Relations
Educational Psychology	Psychology
Special Education	Spanish

SUMMER SESSION IN GUADALAJARA

In cooperation with several American universities, and with the Institute of Technology (ITESO) of Guadalajara, the University of San Diego conducts a six-week summer session in Guadalajara, Mexico.

Course offerings include Spanish language at all levels, Mexican and Spanish literature, art, sociology, psychology, anthropology, history, political science, and cross-cultural studies. Instruction is both in English and in Spanish.

Students may earn six units of college credit. Students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Concerts and special lectures are part of the cultural program. Folk dancing, guitar, and art classes are available as extra-curricular activity.

The cost for the six-week program is \$385.00. This includes registration, tuition, and room and board with a Mexican host family.

Four tuition scholarships are awarded to attend the Summer Session in Guadalajara to worthy Mexican-American students under the auspices of the Summer Session in Guadalajara.

For further information, write to:

USD in Guadalajara
University of San Diego
San Diego, California 92110

Admission to the USD Summer Session in Guadalajara does not imply admission to the University of San Diego.

EXCHANGE PROGRAM WITH THE UNIVERSITY OF AIX-EN-PROVENCE

University of San Diego juniors who are majoring in French, or who are interested in the humanities or art, may participate in an exchange program with the University of Aix-en-Provence. Interested students should consult the chairman of the French department and the chairman of their major department if non-French majors.

OXFORD PROGRAM

Through an arrangement with Lone Mountain College, qualified University of San Diego students may enroll for a year of study in Oxford, England. The program is primarily for English and History majors, but students in other disciplines are eligible. The course of studies is basically tutorial, supplemented with theatre attendance and travel.

Students enroll for 30 to 33 credits distributed over three terms extending from early October through late June. Women are housed in a residence administered by the Religious of the Sacred Heart; men are housed in nearby student hostels. Room and board is \$292.50 for each of the three terms. Tuition is at the regular University of San Diego rate of \$65.00 per unit. There is also a \$25.00 General Fee for each term.

DEGREE REQUIREMENTS

The University is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the University is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to fellow man.

Normally the student is in residence through eight semesters, during which he or she is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

General Education

About half of the courses needed for the degree are in the area of *general education*. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. In meeting these requirements in the humanities, natural sciences, and social sciences, the student studies some subjects which are specifically required and selects others from an approved list. Ordinarily, most of these general education demands are completed by the end of the fourth semester.

Majors

Next, twenty-five to thirty per cent of the courses a student takes are designed to fulfill the *major concentration requirements*. These the faculties of the various departments have prescribed to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses will be taken earlier. Students exceptionally well qualified may be permitted to fulfill the requirements of a second major concentration.

The requirements for majors have been set by the various departments. Along with a suggested program of study, these requirements are listed on pages 51-170.

Minors

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to that of primary interest. Students electing to major in English or Physics are required to fulfill a minor concentration. For other majors the minor is optional, although most departments urge their students to earn credit in such a concentration. Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice.

Free Electives

Finally, the remaining courses which a student takes are electives and may or may not be in areas related to the major subject. This liberty is provided so that the student may choose many of his courses either to satisfy an intellectual curiosity or, hopefully, to enlighten himself in areas largely unfamiliar to him.

FACULTY ADVISOR PROGRAM

The entering student comes into an environment that is new and often bewildering. The Freshman Preceptorial is designed to provide an academic orientation to university life. Each freshman, upon deciding to enroll in the University of San Diego, selects a preceptorial from a list provided by the Admissions Office. A preceptorial is, first, a three-credit course which fulfills one of the general education requirements. However, the teacher, or preceptor, is also the academic advisor for the student until the declaration of a major. The object is to provide immediate and continuing contact between student and advisor.

New freshmen are encouraged to attend a scheduled pre-enrollment meeting held on campus in May at which time they have an opportunity to meet their preceptors and plan their academic programs. After their programs have been approved, the students are allowed to reserve places in courses they wish to enter in the fall semester.

Those students who are unable to attend the May pre-enrollment meeting should arrange summer-time consultations with their preceptors whose phone numbers are included with the list of preceptorials.

Students unable to attend the May meeting or to arrange a summer-time consultation will be able to consult with preceptors and arrange their fall programs on a date scheduled in early September.

At the beginning of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation students take part in discussions of college life, and engage in a variety of activities intended to familiarize them with their new home. Preceptors and specialized advisors are available for individual conferences. Opportunity is provided to take placement and interest tests by which the student may gain valuable information concerning his educational background and academic potential.

After the declaration of a major, the student is advised by a faculty member in the major discipline.

Sophomores and upperclassmen bear the responsibility of taking the initiative in discussing the details of their academic program with their advisors. It is the hope of the University that qualified students should prepare for graduate or professional work, since the attainment of an advanced degree is becoming increasingly important to success in most careers. Students who do intend to continue their formal education at the graduate or professional level should, if possible, determine the school of their choice at an early date so that they may be fully prepared to meet its requirements. Since most graduate or professional schools offer scholarship awards in a variety of special programs, it is advantageous to the student to know well in advance what steps must be taken to qualify for financial aid. Of paramount importance, of course, is an undergraduate scholastic record of superior quality.

Selecting or Changing the Major

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing a Declaration or Change of Major Form, which is available at the Office of the Registrar.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment of their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. If possible, students should select their major early in the second semester of their sophomore year so that the departmental advisor can guide them in the selection of appropriate courses.

The University's Educational Development Center is prepared to offer its services to the student who faces this difficult decision. Through personal interviews and extensive standardized testing, counselors in the Center help the student to assess his academic assets, dominant interest patterns and potential for success.

Students contemplating a change of major concentration should also take advantage of the services of the Educational Development Center. When a decision to change has been reached, the student must complete a Declaration or Change of Major Form. *Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.*

GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

- 1) 124 semester units of credit, with at least 48 units in upper division courses;
- 2) the general education program;
- 3) a major concentration including at least 24 units of upper division work, and satisfying the requirements of the department in question;
- 4) a minor field, if one is required by the department in which one takes a major; a minor field includes 18 units, at least 6 of which are in upper division courses;
- 5) grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of C in 24 units of upper division courses in fulfillment of the requirements for the major;
- 6) the residence requirement (the final 30 semester units at the University of San Diego);
- 7) settlement of all financial obligations to the University.

The College of Arts and Sciences includes the following departments:

- 1) Behavioral Sciences, with majors and minors in Psychology and Sociology, minor only in Anthropology;
- 2) Foreign Languages, with majors and minors in French and Spanish, minor only in German, and service courses in Latin;
- 3) History and Political Science, with majors and minors in History, International Relations, and Political Science;

- 4) Humanities, with majors and minors in Art, English and Music, minors only in Speech Arts, Theatre Arts, and Art History.
- 5) Interdisciplinary Studies, with majors and minors in American, European, Hispanic/Latin American, and Non-Western Studies.
- 6) Philosophy, with both major and minor;
- 7) Religious Studies, with both major and minor.
- 8) Science and Mathematics, with majors and minors in Biology, Chemistry, Physics, and Mathematics.

Candidates for degrees offered by the College of Arts and Sciences must complete the requirements in general education as listed on pages 39-41.

The School of Business Administration offers major concentrations in Accounting, Business Administration and Economics.

Candidates for the bachelor's degree must complete the general education requirements described on pages 39-41, except that those majoring in Accounting or in Business Administration need not fulfill the requirement in foreign language.

The School of Education offers undergraduate and graduate programs in elementary and secondary education, special education, and counselor education, designed to prepare the teacher to meet the credential requirements in the State of California, and to meet certification requirements in many other states.

REQUIREMENTS IN GENERAL EDUCATION

All students who attend this University are presumed to be candidates for a University of San Diego degree. They are therefore obliged to enroll in the University of San Diego general education program structured for each year, even though they may plan to transfer to another institution.

Freshman

Preceptorial— 3 units. All preceptorials substitute for one of the requirements listed below.

Religious Studies— 9 units. Religious Studies 20 in freshman year; a 3-unit elective in Religious Belief (Religious Studies 25, 40, 70, 105, 115, 120, 150, or 175); a 3-unit elective in Religion in Life (Religious Studies 65, 90, 130, 135, 139, 140, 145, 180, or 185).

Philosophy— 12 units: Philosophy 10 (Introduction) in the freshman year; Philosophy 60 (Philosophical Psychology) in the sophomore year; Philosophy 130 (Ethics) in the junior or senior year; one of the following in the junior or senior year: Logic (Philosophy 25, 33, or 181), Philosophy of Nature (Philosophy 62, 151, or 156), Philosophy of Being (Philosophy 110 or 120), Philosophy of God (Philosophy 125), Philosophy of Knowledge (Philosophy 115).

- Literature— 9 units: English 21 (Literature and Composition I); English 22 (Literature II: Poetry); English 23 or English 28 or English 29 (Literature III: Drama; Modern World Literature; Introduction to Black Literature). English 21 and English 22 are taken in the freshman year, the third course normally in the sophomore year.
- Social Science— Satisfactory completion of either Option A, Option B (not a mixture of the two) or Option C—consult recommendations of your proposed major department before choosing.
- Option A: A six-unit sequence in History 11-12 (Western Civilization) or History 21-22 (Non-Western Civilization)
- Option B: Two other courses elected from the following fields: anthropology, economics, political science, psychology, or sociology. (Students are advised to consult the recommendations of their proposed major department before choosing.) Political Science 15 does not meet this requirement.
- Option C. The San Diego County Environmental Studies Program—fulfills 6 units of Social Sciences in History and Political Science.
- Political Science— 3 units: Political Science 15 (American Issues—coordinating American history and government), taken in the lower division. Students who demonstrate sufficient competency by examination may be exempted from this requirement.
- Science-Mathematics— This requirement consists of three semesters of science or mathematics. It must include at least one semester of physical science and one semester of life science. Normally the requirement is satisfied by one of the following:
- a) Science 11 or 21, 12, 13
 - b) Science 11 or 21, 13, 14
 - c) Science 11 or 21, 13; mathematics (3 units)
- The San Diego County Environmental Studies Program can be used as a substitute for Science 11 and Science 13.
- Science and mathematics majors may substitute their major prerequisite courses.
- Students presenting a strong background in high school biology may substitute a two-semester sequence in physics or chemistry; students presenting a strong high school background in *both* physics and chemistry

may substitute a two-semester sequence in biology; students presenting a strong high school background in biology, physics and chemistry may substitute two semesters of mathematics. Any substitution must consist of at least eight units.

Language—

The language requirement, binding all students except those majoring in Accounting or Business Administration, is a competency, not a unit requirement. It may be met by:

- a) Successful completion of the third college semester of any language, thus, 4 or 8 or 12 units, depending on where the student begins. Two 5-unit semesters of Latin also fulfill the requirement. Eligibility to begin the second semester course in Latin is dependent on the student's prior mastery of the material of the first semester course.
- b) Qualification for exemption: such exemption is granted to any student who achieves a score of over 600 on the CEEB Listening Comprehension Test for a modern language (or the CEEB Achievement Test for Latin). Students who attain scores of over 600 in the CEEB's new language Achievement Tests with listening comprehension sections may also qualify for language exemption.

Fine Arts—

4 units: may be met at any time during the four years by courses in the following areas: art, music, theatre, or film analysis. (If group music classes are elected, at least two semesters must be taken in sequence).

General Education Requirements for Foreign Students

Foreign students meet the regular general education requirements for a degree, as shown above, with the following possible modifications:

a) Foreign Language Requirement for Foreign Students:

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English, and whose high school education has been wholly or largely in the native language have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of the Dean a request for an official evaluation of their language background, to ascertain whether USD's requirement is already met. In some cases, a verifying examination may be required. In most cases, the official transcripts of prior educational background will suffice for the evaluation.

b) English Requirements for Foreign Students:

Foreign students are required to meet the University of San Diego's

English composition and literature requirements, normally English 21, 22, and 23 or 28 or 29 (9 units). Students whose TOEFL scores or other indicators evidence the need for additional preparation must enroll first in English 2A-2B (English as a Second Language—6 units) and/or English 1 (Basic Composition—2 or 3 units). These units count towards completion of the students' total units for the degree, but not usually towards fulfillment of USD's composition and literature requirements. In cases where the student shows unusual proficiency and competency in two of the regular required English composition and literature courses (English 21, 22, and 23 or 28 or 29), the English department may allow the prior courses (English 1, 2A, 2B) to substitute for the third required English course, but he may not enroll in any of these courses for Pass/Fail.

Requirements for Major and Minor Concentrations

Major and minor departments may designate specific courses for majors or minors or both, and may prescribe certain lower division prerequisites.

BACHELOR OF SCIENCE IN NURSING

In the academic year 1974-1975, the University of San Diego is inaugurating a post-R.N., two-year, baccalaureate program in nursing. The new program is planned specifically for degree completion for the R.N. who has graduated from a three-year hospital diploma school or from a two-year community college Associate Degree program.

Details on the nursing curriculum were not yet completed when this catalog went to press. An explanatory brochure, available at the Admissions Office or the Philip Y. Hahn School of Nursing and Allied Health Science as soon as it is completed, describes the two-year program, its prerequisites, and its options.

In general, prior academic requirements include the equivalent of a semester (generally lower division) in the following courses or their equivalents:

- Anatomy
- Physiology
- Microbiology
- Biology (general biology or zoology)
- Two semesters of chemistry (preferably with organic chemistry and biochemistry emphasis)
- Statistics
- English Composition
- Introductory Sociology
- General Psychology
- Anthropology (social or cultural)
- Advanced Psychology
- American Institutions

These prior requirements may be met by transferable courses completed at an accredited college or university; or by validation or challenge examinations for work not taken at an accredited college or university.

Prerequisite courses not already completed prior to entering the University of San Diego's nursing program may be taken early in the program.

Applicants to the nursing program should forward an application blank and \$20 application fee; three letters of recommendation from those who know their work; evidence of California licensure (with the copy voided to prevent violation of California statute); transcripts from high school, college/university, nursing. The CEEB examinations required of other candidates are not applicable to those applying for the nursing program. The University of San Diego admits students to full-time and part-time status in the nursing program, so applicants should indicate their preference.

NAVY CAMPUS FOR ACHIEVEMENT PROGRAM

The University of San Diego has been selected as a Navy Campus For Achievement (NCFA) University to provide quality education for Navy men and women. The NCFA program is designed to meet the special educational needs of highly mobile active duty Navy personnel.

The NCFA student meets the following requirements:

1. 124 semester units of credit, with at least 48 units of upper division courses.
2. A major concentration including at least 24 units of upper division work, and satisfying the requirements of the department in question.
3. A grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of 2.0 (C) in 24 units of upper division courses in fulfillment of the requirements for the major.
4. The following Liberal Arts distribution:
 - I. HUMANITIES: Six courses (18 semester units) chosen from offerings in Art, Communication Arts, Foreign Languages, Literature and Composition, Music, Philosophy, Religious Studies.
 - II. SOCIAL SCIENCE: Five courses (15 semester units) chosen from offerings in Anthropology, Economics, History, Law, Political Science, Psychology, Sociology, Urban Studies.
 - III. SCIENCE-MATHEMATICS: Three courses (9 semester units) chosen from offerings in Astronomy, Biology, Botany, Chemistry, Ecology, Geology, Life Science, Mathematics, Oceanography, Physical Science, Physics.

(The courses listed in the three above areas are not intended to be all inclusive. Additional courses appropriate to the Humanities, Social Sciences or Science-Mathematics can be added.)

ACADEMIC REGULATIONS

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he will abide by them.

Registration

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$10.

Student Load

The normal student load is 15-16 units. To exceed 17 units the authorization of the student's advisor and of the pertinent Dean must be obtained in writing. Ordinarily no enrollment beyond 18 units will be approved unless the applicant has maintained a G.P.A. of 3.00 cumulatively and in the immediate past semester.

Dropping or Adding Courses

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. *Unofficial withdrawal* from a course results in a mark of F. Students who change their class schedule after registration will pay a fee of \$1.00.

Program changes involving the *addition* of courses are permitted with the written approval of the student's advisor within the first two weeks of a regular semester.

Dropping a course, without risk of penalty, will be allowed until the dates specified in the academic calendar (about six weeks after the beginning of classes). Withdrawal within that time limit will be recorded as W. A grade of W will not enter into the computation of the G.P.A.

When a student withdraws from a class after the date specified in the academic calendar, the instructor will be asked to report whether the student had been doing passing or failing work at the time of the withdrawal. The student receives a WP (withdrawn passing) or WF (withdrawn failing). A WP grade will not affect the student's G.P.A. A WF grade will have the same effect as a grade of F.

Withdrawal from the University

A student withdrawing from the University while a semester is in progress must file with the Registrar's Office an official Notice of Withdrawal. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution. Forms containing complete instructions for change in status are available at the Office of the Registrar.

A student who interrupts his registration at the University for one or more semesters must make application for re-admission, unless a leave has been granted in writing.

Auditing

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

Attendance

Regular and prompt attendance at class and at official convocations is deemed essential for the optimum educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the school term, and will state what penalties will be imposed for excessive absences.

Examinations

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the pertinent Dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the Dean. A fee of \$5.00 is charged for each make-up examination.

Credit By Examination

Students who wish to fulfill specific college requirements for graduation by examination may petition the Office of the Dean for permission to sit for such examinations. The time, place, and fees for these examinations will be announced each semester.

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Educational Development Center.

Grade Reports

At the end of each semester grade slips are mailed to the students. On request, a copy of the transcript will be sent to parents who assume financial responsibility for the student.

Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of the scholastic year.

Pass/Fail Option

Students in good academic standing, i.e. with grade point average of 2.00 at the University of San Diego and cumulatively, may elect to enroll for courses on the Pass/Fail plan, provided that in the same semester they are enrolled in at least nine other units on a regular grading basis. Lower division students must also have completed successfully at least twelve units at this University. All students must have prior authorization from their advisor.

The following regulations apply:

- a) only one course per semester may be taken on the Pass/Fail plan;
- b) major (and major prerequisites) are excluded;
- c) courses required for the state credential are excluded;
- d) certain advanced or highly specialized courses may be excluded by departments acting in concert;
- e) research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by faculty election, be included;
- f) all courses designated as "activity" courses may be Pass/Fail (at election of faculty, not students);
- g) courses offered exclusively on a Pass/Fail basis for all students do not use up the semester's option;
- h) no change after drop-add period at the beginning of the semester from Pass/Fail to grade or vice versa;
- i) the course, quiz, paper, examination, and attendance requirements for Pass/Fail students will be the same as for traditional grading students;
- j) "Pass" requires C— grade or better;
- k) "Pass" does not affect grade point average; "Fail" does affect grade point average;
- l) courses taken on a Pass/Fail basis may not be repeated for traditional grading;
- m) courses in which D or F is received may not be repeated on Pass/Fail basis;
- n) a Pass grade may not subsequently be converted to a letter grade;
- o) a maximum of thirty Pass/Fail units are applicable to the fulfillment of degree requirements;
- p) a student wishing to major in a field in which he previously earned Pass/Fail credit may, with departmental permission, select another course to fulfill the requirement;
- q) for first honors or second honors consideration, twelve semester units must be earned in which traditional grades are issued.

Grading System

At the end of each semester a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; CR, credit awarded, but units do not enter into computation of grade point average; WF, withdrawal failure; WP, withdrawal passing; Inc., incomplete.

Grade points are assigned to the above grades as follows: A—4 points per unit; B—3 points per unit; C—2 points per unit; D—1 point per unit; F—0 points per unit. The plus or minus raises or lowers the class grade point by one point in 3- and 4-unit classes, by two points in 5-unit classes. (A plus will not affect the grade points for A Grades.)

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but *for a legitimate reason*, a small fraction of the work remains to be completed;

and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work, in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete, prior to the posting of final grades.

A student who receives a grade of Inc. (Incomplete) must complete all the missing work by the end of the next regular semester; otherwise, the Inc. grade remains on the record permanently.

Only courses for which grades D, F, or Not Passed were received may be repeated for credit—and not more than once, unless authorized in writing by the Office of the Dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade-point average of an undergraduate who repeats courses in which he received D or F, only the most recently earned grades and grade points shall be used for the first 10 units repeated. In the case of further repetitions, the grade-point average shall be based on all grades assigned and total units attempted.

The Grade Point Average (G.P.A.) is computed by dividing the total grade points by the total units attempted.

As long as a grade of Inc. (Incomplete) remains on the student's record its effect on the Grade Point Average is the same as if the grade were an F.

Scholastic Probation and Disqualification

A student who fails to maintain at least a C average (G.P.A. 2.00) for all college work attempted or for all course work attempted at this institution will be placed on probation. The probationary status of a student can be ended only at the close of a regular semester when he has attained a C average on all college work attempted and for all course work attempted at this institution. Incomplete grades count as units attempted, with no grade points, for purposes of computing the semester and the cumulative G.P.A.

If the student placed on probation does not maintain at least a 2.0 G.P.A. for the semester after being placed on probation (the first probationary semester), the student will be disqualified. Probationary status may be continued for an additional semester if the student maintains a 2.0 G.P.A. for the semester after being placed on probation; a cumulative grade point average of 2.0 must then be achieved by the end of the second probationary semester.

A student whose semester average falls below C (2.00) but whose cumulative scholarship average is 2.00 or higher will be placed on scholastic probation; if his grade point average falls below 2.00 in two successive semesters he will be scholastically disqualified.

Appeals should be submitted to the Dean, *in writing*, within five days after the student has received notice of disqualification, and should set forth the reasons which would justify an extension of the probationary period.

Honors

At the end of each semester, the Office of the Dean publishes the names of full-time (12 units or more) honor students. Those with a Grade Point Average of 3.65 or higher receive First Honors; those with 3.25 to 3.64 receive Second Honors. All honor students receive a personal commendation from the Dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon Grade Point Average, covering all collegiate work attempted: a) for the *Summa Cum Laude*, 3.85 or higher; b) for the *Magna Cum Laude*, 3.65 to 3.84; and for the *Cum Laude*, 3.46 to 3.64.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women. No more than ten per cent of the senior women may be awarded this honor.

Honors Convocation

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to the senior, junior, sophomore, and freshman man and woman who have maintained the highest scholastic average. Class Honors are awarded to those men and women who rank in the upper ten per cent of their class.

Other awards are the Kappa Gamma Pi medal given to a sophomore woman outstanding for leadership and scholarship; departmental honors in their major field awarded to seniors who have maintained a grade point average of 3.5 in their major; the Charles E. Franklin Award to an outstanding senior man; the Alcalá Award to an outstanding senior woman; and the Associate in Arts certificates. Special awards are Who's Who Among Students in American Universities and Colleges; the John Francis McGeever Memorial Fund awards; the Priscilla Turner St. Denis Award to the senior woman with the highest academic achievement in history or political science; and scholarship presentations from the San Diego Chapters of the National Association of Accountants and the California Society of Certified Public Accountants, Women's Auxiliary. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.

Graduation Petition

By the date indicated in the current academic calendar, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. This petition must be accompanied by the graduation fee.

Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 college units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A general average of C (G.P.A. 2.00) is required in the total of collegiate work attempted, and in all work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper division courses, i.e., those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached second semester sophomore or junior class standing. Where, in the judgment of the department chairman, the student has acquired the necessary basic proficiency, he may be permitted to enroll in upper division courses for upper division credit even though he may still have only freshman or first semester sophomore standing. In such cases the approval of the department chairman must be filed, in writing, in the Office of the Dean.

Class Standing

Students reach sophomore standing after satisfactory completion of thirty units. Junior class and upper division standing are reached upon completion of sixty units. For senior class standing, ninety units must be completed.

Residence Requirement

To satisfy requirements for a degree, students must earn a minimum of the final thirty semester hours of credit at the University.

Transfer of Credit

Academic courses from other accredited institutions are normally transferable, if the grades are C or better.

Students of the University who wish to take courses in summer sessions at other institutions should obtain advance approval of the Dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

Transcripts

Any student may request one official transcript of his college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the Registrar.

COURSE OFFERINGS

Designation of Courses and Credits

Courses offered by the University are listed in the pages which follow, in alphabetical order by discipline.

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299; professional courses are numbered in the 300's.

Courses offered yearly are so indicated, with semester designated after course description. Courses offered in alternate years generally have the semester when offered indicated after the course description. Graduate courses are offered upon sufficient demand.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit.

COLLEGE OF ARTS AND SCIENCES

Edward E. Foster, Ph.D., Dean

Carl L. Gilbert, Ph.D., Chairman
Department of Interdisciplinary Studies

Sister Helen McHugh, Ph.D., Chairman
Department of Humanities

Ernest N. Morin, Ph.D., Chairman
Department of History and Political Science

Reverend Norbert J. Rigali, Ph.D., Chairman
Department of Religious Studies

Sister Alicia Sarre, Ph.D., Chairman
Department of Foreign Languages

Gerald Sperrazzo, Ph.D., Chairman
Department of Behavioral Sciences

John W. Swanke, Ph.D., Chairman
Department of Philosophy

Ray H. White, Ph.D., Chairman
Department of Science and Mathematics

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the central core of the University of San Diego. It seeks to further the goals of the University by stimulating its students to search for human meanings and values in an academically sound manner, that is, by constantly questioning, analyzing, testing, and justifying their basic assumptions or postulates. This search, basic to man's desire for identity not only in today's society but in that of the future, is not limited to the classroom but is conducted as a constant interaction between students, faculty, and administrators.

To help in the search for human meanings and values, the University recommends, at the lower division level, specific core courses so that each student may achieve some degree of competence in:

(a) Literature, either in English or in another language, because it is one of the major forms of aesthetic expression, and plays a central role in the development of culture;

(b) Historical studies, either history or historically oriented courses in art, music, philosophy, religion, and theatre, because they provide a perspective on the development of human society and culture and detach us from the parochialism of the present;

(c) Integrating sciences of philosophy and religious studies, because they examine the nature and significance of the life of man, and his relationship with himself, his fellow men, and his God;

(d) Social science, because it offers a systematic and critical inquiry into human nature, social institutions, and man's relations with his fellows;

(e) Natural science, because of its methods, its contributions to our understanding of the world around us, and its significance in modern culture;

(f) Mathematics and analytic philosophy, because they foster an understanding of the nature and uses of formal, rational thought;

(g) The arts, because they constitute some of the media through which man has sought, through the ages, to express his deepest feelings and values; and

(h) A foreign language, because it can emancipate from the limits of one's own tongue, provide access to another culture, and make possible communication outside an individual's society.

The significance of the traditional disciplines is affirmed by major programs in the social and behavioral sciences (history, international relations, political science, psychology, sociology), the humanities and fine arts (art, English, music), the integrating sciences (religious studies and philosophy), the languages (French and Spanish), and the physical sciences (biology, chemistry, physics, and mathematics). In addition, the College has developed interdisciplinary programs to assist students in studying current major problems through the contributions and research of several pertinent traditional disciplines. Interdisciplinary study programs with team-taught courses will constitute a major thrust of the University in the future.

ANTHROPOLOGY

Angelo R. Orona, Ph.D.

The Minor: Eighteen units which would include Anthropology 1 and 2, and a minimum of 9 upper division units.

1—Introduction to Anthropology (3)

A general survey of anthropology emphasizing basic concepts of physical anthropology and cultural anthropology. The development and nature of culture, including material culture (technology and economics), and non-material culture (social and political systems, religion, and language); current problems and applications.

2—Cultural Anthropology (3)

An introduction to the character of culture and the nature of social behavior as developed through anthropological study of contemporary peoples; strategies of ethnological fieldwork, concept formation and research designs.

10—Physical Anthropology (3)

An introduction to human population biology in conceptual framework of evolutionary processes and variation; scope and methods of physical anthropology and paleolithic archaeology.

30—Archaeology (3)

An introduction to archaeological problems, survey and data analysis; methods and theories; development of archaeological research in both Old and New World. Field trips to sites in California and Baja California.

108—Historic Sites and Methods (3)

Archaeological investigation of post-contact sites; techniques of laboratory analysis and historical research. Work conducted at Mission San Diego de Alcalá. (Prerequisite: Consent of instructor.)

120—Ethnology (3)

A survey of the native populations of the world according to culture area concept and comparative analysis; levels of socio-cultural complexities; methods and theories. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

122—Peoples of South America (3)

A survey of the aboriginal populations of South America; origins and culture types; development of civilization as revealed by archaeology and colonial writings. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

140—Kinship and Social Organization (3)

Kinship systems mainly of non-western societies; organization of social life; marriage regulations and kinship role patterns; methods of kinship analysis. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

150—Language and Culture (3)

The study of language as an aspect of culture; role of language in

human behavior; problems of meaning. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

160—Primitive Religion (3)

An examination of the elements, forms, and symbolism of religion among primitive peoples; role of religion in society; anthropological theories of belief systems. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

164—The Art, Architecture and Symbolism of the Classic Mayan (3)

Way of life, philosophy and religion as seen through their art and architecture. Includes study of those isolated groups who maintain the dress and weaving, music and instruments of the ancient past. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

176—Culture Change (3)

A study of the processes effecting change; impact of modern civilization upon native cultures; problems of diffusion and innovation. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

180—Culture and Personality (3)

The relationship of culture, socialization and individual personality in cross-cultural perspective; the study of national character; theoretical and methodological problems in personality research in the field of psychological anthropology. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

190—History of Anthropological Thought (3)

A systematic survey of the development of anthropology as a scientific field of inquiry and explanation. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

196—Problems in Cultural Anthropology (3)

Critical discussion of the theories of culture, including technological, social, and ideational components; historical processes of contact and change. (Prerequisite: Anthropology 1 or 2 or consent of instructor.)

199—Independent Studies (1-3)

Individual study of a selected topic in anthropology. (Prerequisite: Consent of the instructor.)

ART

Therese Truitt Whitcomb, M.A.

Myrna Nobile, M.A.

James Barry Sparks, M.F.A.

Florence Spuehler, M.A.E.

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B.

The Major: The minimum of twenty-seven units of upper division work must include: 9 units of course work concerned with two-dimensional expression, 9 units of course work concerned with three-dimensional expression, and 9 units of art history. Any three units must be in Advanced Problems (Art 199).

The Minor: 1) A minor in art history requires twelve upper division units with a prerequisite of Art 33A-33B and 6A-6B, and six units selected from the following: 112, 133, 134, 135, 137, 139, or 199.
2) A minor in studio art requires Art 2A-2B, 6A-6B, 33A-33B, and six upper division studio units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	Relig. Stud. 20 or	English 23 or 28	Pol. Sci. 15 (4)
History 11 (3)	Phil. 10 (3)	or 29 (3)	Science (3)
Relig. Stud. 20 or	English 22 (3)	Science 11 (3)	Relig. Stud. or
Phil. 10 (3)	History 12 (3)	Language, if	Philosophy
Language (4)	Language (4)	needed (4)	60 (3)
Art 6A (3)	Art 6B (3)	Art 2A (3)	Art 2B (3)
		Art 33A (3)	Art 33B (3)
		Phil. 60 or	Art elective (3)
		Relig. Stud. (3)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies, either year (3)		
Art elective (3)	Art elective (3)	Art elective (3)	Art 199 (3)
Art elective (3)	Art elective (3)	Art elective (3)	Art elective (3)
Art elective (3)	Minor and/or	Minor and/or	Minor and/or
Phil. 130 (3)	electives (6)	electives (6)	electives (8)
Science (3)		Phil. selective (3)	

2A-2B—Drawing (3-3)

Problems executed in the studio and field which use diverse drawing media and techniques in order to stress creative expression and the appreciation of design. Required for Art majors. (Every year, may not be taken out of sequence.) No prerequisite.

4A-4B—Design and Composition (2-2)

The content of Art 6A-6B offered in concentrated Saturday studio sessions to high school seniors. Satisfactory completion replaces the 6A-6B requirement upon entrance at U.S.D.

6A-6B—Design (3-3)

The fundamentals of two- and three-dimensional design which stress the dynamics of line, value, color, shape, texture, and arrangement. Required for Art majors. (Every year, may not be taken out of sequence.) No prerequisite.

11—Introduction to the Visual Arts (3)

A team taught creative approach to the artistic and theatrical aspects of visual communication. No prerequisite.

33A-33B—Art History (3-3)

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the prehistoric era to the present. Required for Art majors. (Every year.) No prerequisite.

65—Beginning Crafts (2)

An introductory, studio course with varied craft media. No prerequisite.

74—Beginning Ceramics (2)

Problems using slab, coil, and carved sculpture techniques for design and construction of hand-built ceramic forms. Emphasis on design through surface enriching of natural clay. No prerequisite. (Every semester.)

102A-102B—Advanced Drawing (3-3)

Prerequisite: Art 2A-2B. (Offered when sufficient demand.)

106A-106B—Advanced Design (3-3)

Prerequisite: Art 6A-6B. (Offered when sufficient demand.)

112—Seminar (3)

Discussion and projects carried out in a small group using directed research techniques. Content is variable and related to local opportunities and current interest. (Offered when sufficient demand.)

120—Lighting (3)

The aesthetics and practicalities of stage lighting.

128A-128B—Painting (3-3)

A multi-media studio course which offers water color, gouache, casein, acrylic, and oil as mediums for creative expression. Prerequisite: 2A-2B, 6A-6B. (Every year.)

129A-129B—Advanced Painting (3-3)

Prerequisite: Art 128A-128B. (Every year.)

132—The Art, Architecture and Symbolism of the Classic Mayan (3)

An aesthetic and anthropological exposition of the classic Mayan culture considered in contrast with Post Classic and Aztec development through illustrated lectures and the study of artifacts.

133—History of Modern Art (3)

The historical, social, and design dynamics of art movements from the Neo-Classic period to World War I explored through lectures, directed research, and gallery tours. Prerequisite: Art 33A-33B. (Fall, 1974.)

134—History of Contemporary Art (3)

A critical survey of painting, sculpture, and architecture from World War I to the present. Prerequisite: Art 133. (Spring, 1975.)

135—History of Oriental Art (3)

A critical and historic survey of Chinese, Japanese, Indian, and Korean art.

137—American Art (3)

The development of fine and applied art forms in the United States from the Colonial migration to the present era. (Fall, 1975.)

138—Art of the American Indian (3)

An analysis of the art forms of the American Indian from prehistoric times through the contemporary era.

140—Scenic Design (3)

The design interpretation of theatrical values expressed in history, criticism and applied projects.

141—Gallery Exhibition (3)

A practice course in the design, execution, and managing of professional galleries and museum exhibition areas. Students will deal with all aspects of presentation in Founders' Gallery and local exhibition opportunities. (Fall, 1974.)

144A-144B—Figure Drawing and Painting (3-3)

A studio course in the creative depiction of the human figure from the live model using both drawing and painting. Emphasis on the design of motion, shapes, and patterns in the human figure. Prerequisite: Art 2A-2B, 6A-6B.

145A-145B—Advanced Figure Drawing and Painting (3-3)

Prerequisite: Art 144A-144B.

150—Art Fundamentals (3)

A view of the dynamics of art and their involvement through history with a special regard for the nature of creativity and its relationship to man and society.

160A-160B—Photography (3-3)

A beginning course in the fundamentals of photographic techniques which stresses design principles and the photograph as an expressive esthetic medium.

165—Design in Crafts (3)

An advanced design-craft course in practical problems. Stresses creativity in design with varied craft media.

170—Costume (3)

The historical and aesthetic aspects of design as applied to costume. Prerequisite: 33A-33B, 6A-6B.

171A-171B—Weaving (3)

Harness, Tapestry and Off-Loom weaving with variations upon the differences between techniques and the variations of design potential. Prerequisite: Art 6A-6B. (Every year.)

174A-174B—Ceramics (3)

Advanced projects involving slab, coil, and carving techniques. Prerequisite: Art 6A-6B or 74. (Every year.)

175A-175B—Ceramics (3)

Projects involving the wheel and technique of throwing. Creative investigation of the use of glazes, firing, and enamels in fine art and applied projects. Prerequisite: Art 174A-174B (Spring, every year.)

180A-180B—Print-Making (3-3)

A studio course of experimentation with serigraphy, woodblock, and intaglio as well as the exploration of traditional techniques. Prerequisite: Art 2A-2B. (1975-1976.)

190A-190B—Sculpture (3-3)

Multi-media studio projects and criticism of three dimensional design in the Fine and Applied Arts. Prerequisite: Art 6A-6B, 33A-33B. (Every year.)

199—Advanced Art Problems (1-3)

Advanced, directed projects in student's senior year in both studio and research fields in accordance with the needs of individual, qualified students. Required of majors. Prerequisite as deemed necessary for project involved. Maximum of 6 units. Permission of instructor required. (Every semester.)

BIOLOGY

John S. Bradshaw, Ph.D.

Ross E. Dingman, Ph.D.

Bernice Farrens, Ph.D.

D. Glenn Reck, D.V.M.

Dessie K. Severson, Ph.D.

Curt W. Spanis, Ph.D.

Janice Victoria, Ph.D.

The area of Biology provides training in several categories in the life sciences. A program of general courses allows the student to prepare for future graduate studies in disciplines such as Environmental Biology, Molecular Biology, Cellular Biology, Biological Oceanography, and teaching in the biological sciences.

A second program is offered for students preparing for careers in Medicine, Dentistry, Pharmacy, Optometry, Veterinary Medicine, Physio-Therapy and Nursing. Students choosing this program are not restricted to the above professional careers and may also enter graduate studies in the life sciences.

The following subjects are suggested to be included in high school programs for those students planning to enter any of the life sciences: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry and physics. Three years of a modern language are recommended.

Students planning to specialize within the areas of the life sciences

are strongly urged to consult with the area advisor in order to select the program most suitable to their needs and to arrange their courses of study.

Preparation for pharmacy, optometry, physio-therapy, dental and veterinary schools requires a minimum of 3 years, and medical schools 3-4 years. Nursing requires a minimum of 2 years. Requirements vary with the professional school. For specific information, students should consult with the departmental advisor or write directly to the professional school.

The department offers an introductory sequence in basic life science concepts for non-science majors.

Preparation for the Major: Biology 3-4, Chemistry 10A-B and 11A-B or 5A-B and 6A-B, Physics 42-43, introductory college mathematics (including Calculus), and a minimum of 3 units of organic chemistry.

The Major: A total of 28 units of biology in addition to Biology 3-4, including 24 units of upper division work which should include Biology 137, 140, 144, and 145. Electives may be chosen from any of the courses for which the prerequisites have been satisfied. Choice of electives depends upon the student's interest in pre-medical, paramedical and graduate work.

The Minor: Minimum requirements for the minor are Biology 3-4, 144, 148 and electives of two or more units of upper division biology, for a total of at least 18 units. Liberal Arts majors who wish to minor in biology must take either Chemistry 10A-B and 11A-B or 5A-B and 6A-B or Science 11 and 12.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	English 22 (3)	English 23 or 28	Chemistry (4)
Biology 3 (4)	Biology 4 (4)	or 29 (3)	Fine Arts (2)
Elective or	Soc. Sci. (3)	Chemistry (4)	Physics 43 (4)
Math (3-4)	Math. (3)	Biology (4)	Phil. 60 (3)
Relig. Stud. 20 or	Phil. 10 or Relig.	Physics 42 (4)	Biology (4)
Phil. 10 (3)	Stud. 20 (3)	Relig. Stud. (3)	

Program A — General Biology Major

<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Soc. Sci (3)	Biology 144 (4)	Biology 115 (4)	Biol. elective (4)
Biology 137 (4)	Fine Arts (2)	Biology 145 (4)	Phil. selective (3)
Biology 140 (4)	Language (4)	Language (4)	Relig. Stud. (3)
Chem. 100A (4)	Chem. 100B (4)	Pol. Sci. 15 (3)	Elective (3)
or Chem. 101 (3)	or Elective (3-4)		Language, if
	Phil. 130 (3)		needed (4)

**Program B: Pre-medical, Pre-dental, Pre-veterinarian, Pre-pharmacy,
Pre-optometry Majors**

<u>Freshman Year</u> (Same as Program A)		<u>Sophomore Year</u> (Same as Program A)	
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Biology 137 (4)	Biology 144 (4)	Biology 115 (4)	Biol. elective (4)
Biology 140 (4)	Chem. 100B (4)	Biology 145 (4)	Phil. selective (3)
Chem. 100A (4)	Language (4)	Language, if	Relig. Stud. (3)
Language (4)	Phil. 130 (3)	needed (4)	Soc. Sci. (3)
	Fine Arts (2)	Chemistry (2)	Pol. Sci. 15 (3)

3-4—Concepts in Biology (4-4)

The primary purpose of this two-semester course is to define and describe life by studying some basic biological concepts. Cellular structure and function, organismal structure and function, genetics, and environmental biology will be studied with evolution as the unifying theme. A survey of the major plant and animal groups is included. Three, two-hour laboratory-lecture sessions per week. Biology 3 is prerequisite for Biology 4. (Biology 3, Fall; Biology 4, Spring, every year.)

70—Introductory Physiology (4)

The physiology of muscular contraction, nervous integration, sensation, circulation, respiration, excretion, and digestion. Three lectures and one laboratory weekly. This course is designed primarily for pre-nursing and paramedical students.

105—Vertebrate Zoology (4)

A course in the biology of the vertebrates. Although vertebrate structure, function, and development are studied, emphasis is upon the behavior, evolution, and interactions of the organism as a whole or at the population level. Techniques of study and identification are covered in the laboratory. Three lectures and one laboratory period weekly, plus field trips. Prerequisite: Biology 3-4, or consent of instructor. (Spring, 1975.)

111—General Parasitology (4)

A study of parasitism and its role in elucidating basic biological problems of host-parasite relationships. Parasitism will be reviewed with reference to man, domestic animals, medical entomology and as a means of entomological control. The importance of host-parasite systems as models for the study of stress mechanisms, immune response, and evolutionary relationships is the central theme both of the lecture and laboratory experiments. Three lectures and one three-hour laboratory. (Spring, 1976.)

115—Biometrics (4)

Methods and experience in defining and solving quantitative problems in biology. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 or consent of the instructor. (Fall, 1975.)

121—Plant Growth and Development (4)

This course will study environmental factors affecting plant growth and development; *i.e.*, light, temperature, water, soil, biotic, atmospheric, and fire factors, and plant growth regulators (hormones). The course will be ecologically oriented. Students will set up lab experiments to determine how environmental factors affect the growth and development of certain native plants and compare these effects to those seen in field experiments. Three one-hour lectures and one three-hour lab per week. Prerequisite: Biology 3-4 or consent of instructor. (Fall, 1975.)

122—Field Botany (4)

This course will be a survey of photosynthetic plants. The lecture will emphasize the morphology and evolutionary relationships of algae, bryophytes, and vascular plants. The lab will be a study of the algae, bryophytes, and vascular plants of the San Diego area via observation of their native habitat and study of their special environmental adaptations, collection, and identification. Local fungi related to human allergy will be included. Three one-hour lectures and one three-hour lab per week. Prerequisite: Biology 3-4 or consent of instructor. (Spring, 1975.)

135—Evolution (3)

A study into the current concepts of evolution. The nature of the species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three lectures per week. Prerequisites: Biology 3, 4; or consent of the instructor. (Fall, 1975.)

137—Comparative Animal Physiology (4)

A study of the function systems of man and animals and their adaptive and evolutionary significance. The first half of the course deals with adaptational and environmental physiology; the second half with sensory, effector and integrative (neural and endocrine) physiology. Prerequisite: Biology 3-4, Chemistry 10A-B. (Fall, every year.)

139—Vertebrate Histology (4)

An intensive study of the four basic tissues. During the second half of the course, particular emphasis is placed on mammalian organology. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Fall, 1974, then Spring, each year.)

140—Comparative Vertebrate Embryology (4)

An investigation into the fundamental principles of gametogenesis and morphogenesis. Dental embryology is studied. The laboratory animals are frog, chick, and pig. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Spring, 1975, then Fall, every year.)

141—Comparative Vertebrate Anatomy (4)

A comparative study of the various classes of vertebrates with an examination of evolutionary relationships. The laboratory animals are lamprey, shark, amphibian, and cat. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Fall, 1974.)

142—Microbiology (4)

An introduction to bacteria, viruses, yeasts, molds, protozoa and micro-algae. The role of microbes causative of the disease of man is emphasized. Principles of immunology, chemotherapy, industrial and agricultural and marine microbiology are presented. The laboratory stresses procedures in culturing and handling bacteria both in the laboratory and in the field. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4, Chemistry 10A and 10B is recommended. (Spring, every year.)

144—Genetics (4)

A general course covering the development of genetic principles and the chemical nature of gene action. Population genetics, eugenics, and statistics are introduced. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4, Chemistry 10A-10B. (Spring, every year.)

145—Cellular Physiology (4)

A study of the physical, chemical, and physiological nature of living cells, the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. Prerequisite: Biology 3, 4, Organic Chemistry and Physics 42-43 or Chemistry 110. (Fall, every year.)

146—Radiation Biology (4)

A histological survey of the effects of ionizing radiation on biological systems. Radioisotope technology is also covered, with the student planning and completing a project using radioactive tracers. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4, Physics 42-43, Chemistry 10A-10B.

147—Human Anatomy (4)

A study of the anatomy of the human body relating structure to function. Students dissect human cadavers in lab. Two lectures and two laboratories weekly. Prerequisite: consent of the instructor. (Fall, 1974, then Spring, every year.)

148—Ecology (4)

A study of the relationships of the varied flora and fauna of the San Diego area. Emphasis is placed on the mutual dependence of organisms in ecosystem. Because of the unique location of the University, desert, mountain, and salt water ecosystems will be studied. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 and/or consent of the instructor. (Spring, 1975.)

150—Invertebrate Zoology (4)

Structure, function and relationships of invertebrate animals (both

parasitic and free-living forms) as shown through study of selected invertebrate types. Emphasis is on local fauna studied in their natural habitats through weekly field trips to the ocean, mountains, and desert, respectively. Three lectures and one laboratory. Prerequisite: Biology 3-4. (Spring, 1975.)

153A—General Oceanography (4)

Introduction to Oceanography stressing the geological history and processes affecting the sea floor; the nature of currents and tides; the chemistry of sea water and how plants and animals relate to the ocean environment. Three lectures and one laboratory weekly. Prerequisite: consent of the instructor. (Fall, 1974.)

153B—Marine Biology (4)

An integrated course including the principles of marine biology and a brief systematic survey of planktonic, nektonic and benthonic forms stressing interrelationships with ocean processes. Emphasis will be on an ecological approach with field studies of a variety of marine environments planned to demonstrate interrelationships. Three lectures and one laboratory weekly. Prerequisite: Biology 150, 153A or consent of the instructor. (Fall, 1975.)

161—Psychobiology (3)

A study of the biological basis of behavior. Two lectures and one laboratory-discussion period weekly. Prerequisite: Psychology 1, or consent of instructor. (Fall, every year.)

198—Techniques in Biology (1-3)

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to, technical methodology; preparation and technique in the teaching laboratory; and routine tasks supportive to research. May be repeated for a maximum of 6 units of credit. Prerequisite: Consent of instructor and department chairman. (Every semester.)

199—Research (1-3)

Students may develop research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of instructor. (Every semester.)

200—Seminar in General Physiology (2)

An intensive study of selective topics in physiology. Prerequisite: consent of instructor, as required.

201—Advanced Cellular and Molecular Biology (2)

Current topics will be discussed. Prerequisite: consent of instructor, as required.

202—Seminar in Environmental Biology (2)

Studies in ecology, environmental biology, and biological oceanography. Prerequisite: consent of instructor, as required.

CHEMISTRY

John P. McDermott, Ph.D.

Jack D. Opdycke, Ph.D.

Donald B. Peterson, Ph.D.

Sister Patricia Shaffer, Ph.D. Cand.

Sister Agnes Schmit, Ph.D.

Patricia S. Traylor, Ph.D.

The program in Chemistry provides a strong foundation in the principles and practices of modern chemistry and biochemistry within the framework of a liberal education, and prepares students for a wide variety of opportunities in the chemical and biochemical professions. These include research and development in the fields of industry, education, medicine, as well as teaching and graduate study.

Course offerings are also provided for students with majors other than chemistry. In this category are programs designed to acquaint students in major fields other than natural science with the basic principles and methods of modern science and with the history and development of scientific thought.

Students majoring in Chemistry are afforded the opportunity to participate in an interdisciplinary program involving environmental studies in the San Diego county.

Two programs are offered:

Plan A: A program designed to qualify graduates for positions as chemists, admission to graduate work in chemistry, or secondary school teaching in chemistry. Concentration is in *chemistry*.

Plan B: A program designed to qualify graduates for positions as biochemists, admission to graduate work in biochemistry, or for secondary teaching. Concentration is in *biochemistry*.

Chemistry Major, Plan A:

Preparation for the Major: Chemistry 10A-B, 11A-B, 20; Mathematics 50, 51, 52; Physics 50-100.*

The Major: The twenty-four units of upper division work should include Chemistry 100A-100B, 110A-110B, 111, 112, and 140.

Electives may be chosen from any other chemistry courses for which prerequisites have been met.

Chemistry Major, Plan B:

Preparation for the Major: Chemistry 10A-B, 11A-B, 20; Mathematics 14 or 50; Physics 42-43 or Physics 50-100; Biology 3-4 in Junior year.*

The Major: The twenty-four units of upper division work should include Chemistry 100A-100B, 105A-105B, 130, 131. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those planning for graduate work are recommended to take both Mathematics 50 and 51, substitute Chemistry

*Students planning for graduate work in chemistry or biochemistry are reminded that some graduate schools require a reading knowledge of German for graduate work in these two fields.

110A-110B for Chemistry 105A-105B, and also to add Chemistry 140.

Chemistry Minor: Minimum requirements for the minor are: Chemistry 10A-10B and 10 more units of chemistry of which at least 6 units must be in upper division courses.

Recommended Program of Study

The following paradigms are included *as guides only*, and are not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the *department chairman* early in their *freshman* and *sophomore* years to ensure that their needs and interests can be met.

Plan A: Major in *Chemistry* with concentration in *Chemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem. 10A (3)	Chem. 10B (3)	Chem. 20 (2)	Chem. 100B (4)
Chem. 11A (1)	Chem. 11B (1)	Chem. 100A (4)	Physics 50 (4)
Math 50* (4)	Math 51 (4)	Math 52 (4)	Phil. 60 (3)
English 21 (3)	English 22 (3)	Relig. Stud. (3)	Pol. Sci. 15 (3)
Relig. Stud. 20 (3)	Phil. 10 (3)	Soc. Sci. (3)	
	Fine Arts (2)		

*Students deficient in Mathematics may substitute Math 1 for Math 50, followed by Math 50, 51 and 52.

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. 111 (2)	Chem. 190B (1)
Physics 100 (4)	Chem. 112 (2)	Chem. 140 (3)	Chem.
Language (4)	Language (4)	Chem. 190A (1)	elective (2-3)
Relig. Stud. (3)	Phil. 130 (3)	Language (4)	Soc. Sci. (3)
Fine Arts (2)	Elective (3)	English (3)	Phil. selective (3)
		Elective (3)	Electives (5-6)

Plan B: Major in *Chemistry* with concentration in *Biochemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem. 10A (3)	Chem. 10B (3)	Chem. 20 (2)	Chem. 100B (4)
Chem. 11A (1)	Chem. 11B (1)	Chem. 100A (4)	Physics 43 (4)
Math 50* (4)	English 22 (3)	Physics 42 (4)	Phil. 60 (3)
English 21 (3)	Phil. 10 (3)	Relig. Stud. (3)	Pol. Sci. 15 (3)
Relig. Stud. 20 (3)	Soc. Sci. (3)	Soc. Sci. (3)	

(*See asterisk above)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 105A (2)	Chem. 105B (2)	Chem. 190A (1)	Chem. 190B (1)
Chem. 130A (3)	Chem. 130B (3)	Chem. or Biol. elective (3-4)	Chem. or Biol. elective (3-4)
Chem. 131A (1)	Chem. 131B (1)	Language (4)	Relig. Stud. (3)
Biology 3 (4)	Biology 4 (4)	English 23 (3)	Phil. selective (3)
Language (4)	Language (4)	Elective (3)	Electives (5-6)
Fine Arts (2)	Phil. 130 (3)		

1—Introduction to Chemistry (0)

A non-credit course designed to prepare students for Chemistry 10. Basic principles and problem solving. Enrollment limited to those students who do not achieve a satisfactory score on the qualifying examination for Chemistry 10A. Two lecture periods weekly. (Spring, every year.)

5A-5B—Introductory Chemistry for Life Sciences (3-3)

A lecture course designed for those students majoring in Life Sciences, stressing topics of biological and biochemical significance. The concepts covered will include chemical stoichiometry, atomic and molecular structure, equilibria, and nuclear chemistry.

NOTE: This course does not satisfy the requirements for a chemistry major and will not serve as a prerequisite to Chemistry 100A or to Physical Chemistry. Three lectures weekly. (Every year.)

6A-6B—Introductory Chemistry Laboratory for Life Sciences (1-1)

A laboratory course to follow the lecture material presented in Chemistry 5A-5B. One four-hour laboratory period weekly. Prerequisite: Concurrent registration in Chemistry 5A-5B or consent of instructor. (Every year.)

10A-10B—General Chemistry (3-3)

Emphasis is given to basic principles including chemical stoichiometry, atomic and molecular structure, equilibria, dynamics, and nuclear chemistry. Three lectures weekly. (Every year.)

11A-11B—General Chemistry Laboratory (1-1)

A laboratory course to follow the lecture material presented in Chemistry 10A-10B. One four-hour laboratory period weekly. Prerequisite: Concurrent registration in Chemistry 10A-10B or consent of instructor. (Every year.)

20—Quantitative Chemistry (2)

Quantitative methods of chemical analysis with emphasis on analyses pertaining to water quality. Methods utilized will include acid-base, redox, potentiometric and complexometric titrations, ion-exchange separations, UV-visible spectroscopy and electrochemistry. Two 3-hour laboratory periods weekly. Prerequisite: Chemistry 10B. (Fall, every year.)

100A-100B—Organic Chemistry (4-4)

Lectures cover the structures, properties, and reactions of covalent compounds of the lighter elements. Laboratory involves separation and purification methods, measurement of physical properties, and organic syntheses and product analyses. Three lectures and one 4-hour laboratory period weekly. Prerequisite: Chemistry 10B. (Every year.)

101—Organic Chemistry for Life Sciences (3)

A lecture course stressing those aspects of organic chemistry pertinent to biological systems. Note: This course does not satisfy the requirements for a chemistry major and will not serve as a prerequisite to Chemistry 100B. Prerequisite: Chemistry 5B or 10B. (Fall, every year.)

102—Laboratory Techniques of Organic Chemistry (1)

This course is designed to follow the material presented in Chemistry 101. Experiments will include melting-point determination, distillation, extraction, recrystallization, chromatography and organic syntheses. One laboratory period weekly. Prerequisite: concurrent registration in Chemistry 101.

105A-105B—Physical Chemistry for Life Sciences (2-2)

Principles of physical chemistry. Emphasis on those areas more specifically related to the biological and biochemical sciences. Two lecture periods weekly. Prerequisites: Chemistry 10B and Mathematics 8. (Every year if sufficient demand.)

110A-110B—Physical Chemistry (3-3)

Classical physical chemistry with major emphasis on chemical energetics and chemical dynamics. Three lectures weekly. Prerequisites: Chemistry 10B, and Mathematics 14 or 50. (1974-75.)

111—Experimental Physical Chemistry (2)

Laboratory work is focused on the study of chemical energetics. Two laboratory periods weekly. Prerequisite: Chemistry 110A. (Spring, 1976.)

112—Experimental Organic Chemistry (2)

Laboratory techniques, such as the use of class reactions, preparation of derivatives, chromatography, UV, IR, NMR spectroscopy will be applied to the separation and identification of organic compounds. Two laboratory periods weekly. Prerequisite: Chemistry 100B. (Spring, every year.)

125—Nuclear Chemistry and Radioisotope Methodology (3)

Basic concepts of nuclear science and radiotracer methods. Laboratory emphasizes training in handling radioisotopes and their application to problems in biology, biochemistry, chemistry, and related fields. Two lectures and one laboratory period weekly. Prerequisites: Chem. 10B, 20, 100, and a year of physics. (Spring, 1975.)

130A-130B—Biochemistry (3-3)

Study of the structure and properties of important biological com-

pounds; enzymology; metabolism; biosynthesis of proteins and nucleic acids; biochemical genetics; body fluids; hormonal regulatory mechanisms; nutrition. Three lectures weekly and assigned readings. Prerequisite: Chem. 100B. (Every year.)

131A-131B—Biochemical Methods (1-1)

Selected experiments utilizing current analytical methods and biochemical literature to explore the properties and functions of cellular constituents. One laboratory period per week. Prerequisite: Chem. 20 and concurrent or previous registration in Chem. 130. (Every year.)

140—Advanced Inorganic Chemistry (3)

Topics will cover the structure and reactivity of inorganic compounds with emphasis on transition metals and coordination compounds. Three lectures weekly. Prerequisite: Chem. 10B. (Spring, 1975.)

150—Chemical Ecology (3)

A study of the chemical interactions between organisms and their environment. Three lectures weekly. Prerequisite: Chem. 100B.

160—Physical Organic Chemistry (3)

Application of modern theoretical concepts to the chemical and physical properties of organic compounds. Prerequisite: Chem. 100B. (Spring, if sufficient demand.)

190A-190B—Seminar (1-1)

Seminar meetings with the staff. Student participation in consideration of topics of current interest, as reported in the chemical literature. One hour per week. (Every year.)

195—Special Topics in Chemistry (3)

Topics chosen by the instructor from the areas of: theoretical chemistry, photochemistry, radiation chemistry, chemistry of enzyme-catalyzed reactions, and industrial chemistry. Three lectures weekly. Prerequisite: Consent of instructor. (Spring, if sufficient demand.)

199—Research (1 to 4)

An undergraduate research problem in chemistry or biochemistry, or environmental studies. A written report is required. Enrollment open to qualified undergraduates. Prerequisite: consent of staff. One to three laboratory periods. (Every year.)

COMMUNICATION ARTS

103—Film Analysis (3)

A study of the art of the film; a close examination of films by such modern masters as Bunuel, Bergman, Kurosawa, Ray, Truffaut, and Bertolucci. (Fall, 1974.)

ENGLISH

Sister Helen McHugh, Ph.D., Chairman, Department of Humanities

Shirley W. Bishop, Ph.D.

Dennis M. Clausen, Ph.D.

Sister Sally Furay, Ph.D., J.D.

Edward E. Foster, Ph.D.

Lee F. Gerlach, Ph.D.

Richard H. Grossman, Ph.D.

Ronald H. Hill, Ph.D.

Marcia Bowman Klein, M.A.

Benjamin M. Nyce, Ph.D.

Irving W. Parker, M.A.

The students must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: English 21, 22, 23, 28

The Major: Twenty-four units of upper division work. This should include: one course in Shakespeare; choice of one course in medieval, renaissance or eighteenth century literature; a course in nineteenth century literature; a course in American literature; a course in contemporary poetry.

The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-four units.

Credential candidates are required to take English 175 and 190.

The Minor: English, 21, 22, 23, and nine upper division units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	English 22 (3)	English 23 (3)	Pol. Sci. 15 (3)
History 11 (3)	History 12 (3)	Science 11 (3)	Science (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Phil. 60 (3)	Relig. Stud. (3)
Language (4)	Language (4)	Language, if needed (4)	English 28 (3)
Electives (2-3)	Electives (3)	Electives (3-4)	Electives (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
English (6)	English (6)	English 23, either year (3)	English (6)
Science (3)	Minor and electives (10)	English (6)	English (6)
Minor and electives (6)		Minor and electives (9)	Minor and electives (10)
Phil. 130, either semester (3)		Phil. selective, either semester (3)	

1—Basic Composition (2 or 3)

Training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses. (Fall, every year.)

2A—English as a Second Language (3)

Instruction, practical exercises, extensive drill in the fundamentals of expression and comprehension of the language. The course will be adapted to the needs of the group. (Fall, every year.)

2B—English as a Second Language (3)

Problems in the use of English. (Spring, every year.)

21—Literature and Composition I: Prose Genres (3)

Readings in various forms of prose fiction and non-fiction. Compositions regularly assigned, graded, returned with brief written comment. Instruction in principles of expository writing, including the research essay. (Every semester.)

22—Literature II: Poetry (3)

Readings from selected works of major poets like Homer, Virgil, and from Chaucer to contemporary poets, British and American. Frequent critical essays assigned. (Every semester)

21H-22H

The same program as above on a more advanced level for honor students.

23—Literature III: Drama (3)

A reading course in world dramatic literature from earliest times to the present. Frequent critical essays assigned. (Every semester)

28—Modern World Literature (3)

A reading course. Representative works of poetry, fiction, and drama written during the last hundred years or so by foreign authors. Frequent critical essays assigned. (Every semester)

29—Introduction to Black Literature (3)

A study of poetry, fiction, drama, and essays written by Black writers. Frequent critical papers assigned. (Every Fall.)

99—Independent Reading (1)

A reading course offered principally for transfer students. Prerequisite: consent of department chairman. (By arrangement.)

100—Literature in the West: 400-1400 (3)

A study of religious and secular works from St. Augustine through Malory. (Offered when sufficient demand.)

104—Nordic and Icelandic Literature (3)

A study of epics and sagas such as *Beowulf*, *Niebelungenlied*, *Heimskringla*, *Grettirsaga*, *Njalsaga*. (Offered when sufficient demand.)

109—Chaucer (3)

Reading and critical analysis of the principal works of Chaucer, *The Canterbury Tales* and *Troilus and Criseyda*. (Fall, 1975.)

113—Sixteenth Century Studies (3)

Selected readings from prose and poetry of the sixteenth century. (Fall, 1975.)

- 116—Shakespeare I (3)
A reading course in the major plays. (Spring, every year.)
- 117—Shakespeare II (3)
Advanced studies in Shakespeare. Prerequisite: English 116 or consent of the instructor. (Offered when sufficient demand.)
- 118—Renaissance Drama (3)
Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Fall, 1974.)
- 119—Seventeenth Century Studies (3)
Selected readings from prose and poetry of the seventeenth century. (Fall, 1974.)
- 120—Milton (3)
A reading course concentrating on *Paradise Lost* and *Samson Agonistes*; includes shorter poems and selected prose. (Spring, 1976.)
- 123—Eighteenth Century Studies (3)
Selected readings from prose and poetry of restoration and eighteenth century literature. (Spring, every year.)
- 126—Restoration and 18th Century Drama (3)
Readings from the plays of Dryden, Etherege, Wycherley, Congreve, Sheridan, and others. (Offered when sufficient demand.)
- 128—Fiction from the 16th to 19th Century (3)
A study of the development of fiction from Sidney's *Arcadia* through the Gothic novel. (Offered when sufficient demand.)
- 142—Nineteenth Century Studies (Romanticism) (3)
Selected prose and poetry of major writers of the romantic movement. (Spring, 1975.)
- 144—Nineteenth Century Studies (Victorian) (3)
Selected prose and poetry of major British writers from about 1850 to 1914. (Fall, 1974.)
- 148—Nineteenth Century British Fiction (3)
A study of the novels of Austen, Dickens, Trollope, Eliot, Hardy, and Conrad. (Fall, every year.)
- 152—American Poetry to 1914 (3)
A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson. (Fall, every year.)
- 155—American Prose (3)
A study of prose writings in America from the seventeenth century to the present. (Fall, 1975.)
- 156—American Fiction to 1914 (3)
A study of figures such as Cooper, Hawthorne, Melville, Twain, James, and Dreiser. (Spring, every year.)
- 162—Contemporary British and American Poetry (3)
A study of poets such as Yeats, Eliot, Pound, Stevens, Williams, and others to the present. (Spring, every year.)

- 163—**Modern Continental Literature (3)**
A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850. (Offered when sufficient demand.)
- 166—**Modern Drama (3)**
A study of the plays of such writers as Ibsen, Chekhov, Shaw, and others to the present. (Spring, 1975.)
- 167—**20th Century Literary Criticism (3)**
A study of such writers as Eliot, Richards, Frye, Empson, and Burke. (Offered when sufficient demand.)
- 168—**20th Century American Fiction (3)**
Principal works of such writers as Faulkner, Hemingway, Fitzgerald, and K. A. Porter. (Fall, every year.)
- 169—**20th Century British Fiction (3)**
Principal works of such writers as Lawrence, Joyce, Forster, and Caryl. (Spring, every year.)
- 175—**Advanced Composition (3)**
An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students. (Every semester.)
- 176—**Creative Writing (3)**
Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chairman. (Spring, every year.)
- 180—**Oriental Literature (3)**
A reading course in selected works from the literature of India, China, and Japan. (Offered when sufficient demand.)
- 185—**Black American Literature (3)**
Study of prose fiction, drama, poetry, essays of outstanding literary merit by twentieth-century Black writers. (Offered when sufficient demand.)
- 190—**Development of the English Language (3)**
A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates. (Spring, every year.)
- 197—**Colloquium (3)**
Course designated by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar. Prerequisite: consent of department chairman. (By arrangement.)
- 199—**Independent Study (1-3)**
Reading and conference for seniors of high scholastic standing. Prerequisite: consent of department chairman. (By arrangement.)

Note: For graduate courses in English, see Graduate Division Bulletin.

ETHNIC STUDIES*

The University offers a number of courses related to Ethnic Studies in the following departments. Although a major in general Ethnic Studies is not offered, students may utilize their elective units to pursue a program in Ethnic Studies by choosing courses in the specific area of their interest.

Anthropology

- 1—Introduction to Anthropology
- 2—Cultural Anthropology
- 10—Physical Anthropology

Art

- 112A—Seminar in Chicano Art
- 112B—Seminar in Black Art
- 138—Art of the American Indians

Education

- 50—Introduction to Education of Disadvantaged Children
- 181—Psychology and Methods for Teachers of the Disadvantaged
- 182—Psychology and Methods for Teachers of English as a Second Language

English

- 29—Introduction to Black Literature
- 185—Black American Literature

History

- 160—Latin America: The Discovery of Latin America
- 161—Latin America: The Movement for Independence
- 162—Latin America: Mexico in the 20th Century
- 180—The American West: I
- 181—The American West: II
- 182—The Spanish Borderlands: I
- 183—The Spanish Borderlands: II
- 184—Spanish Colonial Frontier Institutions
- 185—The Pacific Ocean in History to 1850
- 188—History of California: I
- 189—History of California: II
- 195—Africa: South of the Sahara

Political Science

- 140—Politics of South-Southeast Asia
- 190—Politics of China and Japan
- 194—Politics of African States

Psychology

- 145—Social Psychology
- 146—Human Relations

Sociology

- 130—America's Minorities
- 131—Migrants and Minorities and Assimilation
- 132—Mexican-Americans of the Southwest
- 133—Black American Society
- 134—Black Families and Communities
- 137—Indians Yesterday and Today
- 145—Social Psychology

- 157—Classes, Power, Elites
- 161—Social Change
- 163—Urban Communities in Change

Spanish

- 143—Mexican Literature.
- 145—Survey of Spanish American Literature.
- 146—Contemporary Spanish American Literature
- 147—Spanish American Novel
- 148—The Spanish American Essay.
- 149—Contemporary Spanish American Theatre.
- 150—Ibero-American Civilization
- 152—Contemporary Spanish American Poetry.

*See interdisciplinary area programs.

FRENCH

Jeanne Brink Rigsby, Doctor of Letters
 Jean-Marie Gaul, Doctor of Letters
 Abdellatif Kriem, Ph.D.

The elementary and intermediate French courses make intensive use of the language laboratory.

A minor in another language is recommended for the French major, (English, German, Spanish, etc.)

A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: The twenty-four units of upper division work should include French 101 and 103 or their equivalent.

The Minor: At least nine of the eighteen units must be in upper division courses; French 101, 103, 104, and 112 are recommended.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	English 22 (3)	English 23 or 28 or 29 (3)	Pol. Sci. 15 (3)
History 11 (3)	History 12 (3)	Science 11 (3)	Science (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Phil. 60 (3)	Relig. Stud. (3)
French (4)	French (4 or 3)	French (3)	French (3)
Electives (2-3)	Electives (2-3)	Minor or electives (4)	Minor or electives (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies.	either year (3)	
French (6)	French (6)	French (6)	French (6)
Science (3)	Minor and electives (7)	Minor and electives (6)	Minor and electives (10)
Minor and electives (6)	Phil. 130 (3)	Phil. selective (3)	

- 1-2—Elementary (4-4)
Essentials of French grammar together with stress upon pronunciation, reading, and aural comprehension. (Every year.)
- 3-4—Intermediate (4-3)
Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice. (Every year.)
- 99—Conversation (1 or 2)
Prerequisite: consent of the instructor. (Every year.)
- 101—Advanced Composition (3)
Oral and written practice in current French idiom. Prerequisite for all advanced courses, except French 103, 104, and 112. (Fall, 1974.)
- 102—"Explication de textes" (3)
Oral and written studies of literary masterpieces. Introduction to dissertation. (Fall, 1976.)
- 103—Cultural Backgrounds of French Civilization (3)
Survey of the social, cultural, and artistic manifestations in France from the middle ages to the present. (Fall, 1974.)
- 104—Introduction to French Literature (3)
A study of the literary history and principal masterpieces of French literature from the middle ages to the present. (Fall, 1975.)
- 111—Masterpieces of French Literature (3)
Study in depth of style and content of selected works. List of readings to be established by the students and professor. (Fall, 1974.)
- 112—French Phonetics and Phonology (3)
An intensive study of French sounds, diction, and speech and their practical application. (Spring, 1975.)
- 121—From the Gauls to the Organization of France and its "Grandeur" (3)
Legend and reality that established France through the centuries. Language, Faith, and Reason that made her spirit live. History and Society. Ideas and Ideals. (Fall, 1974.)
- 122—France, from its Glory to the 1789 Revolution (3)
Study of all aspects of the human "milieu" (historical, political, social, philological, economical and others) that created French literary classicism and why the revolution came about. (Spring, 1975.)
- 123—From the French Revolution to the First World War (3)
Study of the political, economical, social, religious and ideological forces that transformed the aristocratic society of the 18th century into a "bourgeois" society as witnessed by eminent individuals of the time. (Fall, 1974.)
- 124—France after 1914 up to de Gaule's Fifth Republic (3)
Retention of traditional values and factors of change in the linguistic, historical and cultural trends of French society. Literature and

arts as a reflection and expression of a changing society. (Spring, 1975.)

125—France of Today and Tomorrow (3)

Global picture of France seen through significant modern masterpieces as well as the media, in which all facets of today's life are reflected. The impact of the intellectual "revolution of 1968" and the aspirations of the young generation for the France of tomorrow. (Fall, 1975.)

126—Chronological Study of the Literary French Doctrines from the 16th Century to the Present (3)

Classicism, Romanticism, Parnasse, Symbolism, Surrealism, Existentialism, and "Nouveau Roman" as movements born, in part, from theoretical writings. Examples taken from the different movements to illustrate them. (Spring, 1976.)

128—Contribution of the French Thought (Pensée) from the Middle Ages to the Atomic Age (3)

Main trends of French thought through the study of selected texts. (Fall, 1976.)

138—Structural Linguistics (3)

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic, and syntactic systems. Linguistic relationships. Presented in English. (Intersession, 1976 and Spring, 1978.)

140—Literature of French Expression Outside of France (3)

The notions of "Francophonie" and "Negritude." Readings from different areas of concentration: Belgium, Switzerland, Canada, Martinique, Madagascar, Lebanon, West Africa, Black Africa, and others. (Spring, 1977.)

199—Independent Study (1-3)

Note: For graduate courses in French, see Graduate Division Bulletin.

FRESHMAN PRECEPTORIAL PROGRAM

The Freshman Preceptorial Program provides an orientation to the academic and intellectual life of the University. Each entering Freshman, upon deciding to enroll at the University of San Diego, selects a preceptorial from a list provided by the Office of Undergraduate Admissions. The preceptorial is, first of all, a three credit course which approaches one of the major disciplines in a new or different way. Enrollment in each preceptorial is limited to fifteen students and the teacher, or preceptor, is the academic advisor for these students. Each preceptorial satisfies one of the general education requirements of the University, grading is pass/fail, but each student will be provided with a detailed written assessment of his or her academic achievement in the preceptorial.

By combining academic advising with an innovative approach to a subject matter of special interest to the student, each three-credit preceptorial is designed to

- 1) begin the student's general education by instruction in one of the essential academic disciplines,
- 2) provide early and continuing communication between the entering student and a specific faculty member,
- 3) assist the student in planning a cohesive and productive program,
- 4) introduce the student to the intellectual resources of the University and the larger community, and
- 5) help the student develop the inquiring habit of mind which is fundamental to higher education.

A list of the Preceptorials to be offered is published in the Spring of each year.

GERMAN

Brigitte L. Halvorson, Ph.D. Cand.

The Minor: The eighteen units of work should include nine upper division units of German literature.

1-2—Elementary (4-4)

Introductory courses taught by direct approach method to the structure of the German language, with stress upon the phonetical and functional features of the language. (Every year.)

3-4—Intermediate (4-3)

Intensive oral, aural and written drills to develop accuracy and fluency in the use of the language, stressing the syntactical and orthographical aspects of stylistics to master a basic habitual proficiency in reading, writing and comprehension; cultural elements of German life. Prerequisite: German 1 and 2, or equivalent. (Every year.)

97-98-99—Conversational German (1-1-1), a total of 3 units available Direct dialogistic approach to the German *Umgangssprache* (colloquial language) as used in conversation, familiar letters and popular entertainment, with idioms and sayings. Two semester units may be substituted for German 4. Prerequisite: German 3 or equivalent. (Every year.)

100A-100B-100C—Survey of German Literature (3-3-3)

Survey of German Literature from its beginnings to Goethe (100A); and from Goethe to Friedrich Nietzsche's death (1900) (100B); and from 1900 to modern movements in German literature (100C). A study of the principal aspects and masterpieces of the German literature of each period; historical and linguistic development of the German culture. These courses are conducted in the German language. (1975-1976.)

104A-104B—Readings in German Literature (3-3)

Readings and interpretation in German Literature. Assigned readings in current literature; class reports on literary topics of prose and poetry writers. Prerequisites: German 4, or 2 units of Conversational German. (1974-1975.)

HEALTH EDUCATION

24—Home and Personal Health (1)

A course designed to familiarize students with the principles of hygiene as applied to the home; special instruction in care of the sick, protection from contagion, care of minor injuries, and happy family relationships. (Every semester.)

HISTORY

Raymond S. Brandes, Ph.D.
Iris Wilson Engstrand, Ph.D.
Carl L. Gilbert, Ph.D.
Arthur Frederick Ide, Ph.D.
Sister Helen Lorch, M.A.
James R. Moriarty, III, M.A.
Sister Agnes Murphy, Ph.D.

Preparation for the Major: History 11-12 or 21-22.

The Major: The program in History, consistent with the objectives of the University, offers courses leading to graduate study in history, and such professional fields as law or government. The program may also be oriented in preparation for a teaching credential. Each student with departmental counseling builds a program around areas of world history.

For students working toward a major in history, no minor is required. The department requires, however, that each major discuss the subject with a counsellor.

Four hemispheric areas of history are offered by the department.

Areas of Study:

Area "A" United States:

Area "B" Latin America:

Area "C" Europe:

Area "D" Non-Western World:

The twenty-four units of upper division work should include the following choices from the four designated areas of study:

Area of 1st choice: 9 units

Area of 2nd choice: 6 units

History 100, Historian's Methods (3), is required of all History Majors, preferably in the Sophomore year.

The Minor: The 18 units must include History 11-12 or 21-22, plus 12 units upper division selected from the areas of study.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	English 22 (3)	Language, if needed (4)	English 23 or 28 or 29 (3)
Language (4)	Language (4)	Phil. 60 (3)	Science (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	History (3)	History (3)
Hist. Civiliz. (3)	Hist. Civiliz. (3)	Science (3)	Relig. Stud. (3)
Elective (2-3)	Elective (2-3)	Elective (2-3)	Pol. Sci. 15 (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies, either year (3)		
Science (3)	History u.d. (6)	Phil. selective (3)	History u.d. (6)
Phil. 130 (3)	Electives (9)	History u.d. (6)	Electives (9)
History u.d. (3)		Elective (6)	
Electives (6)			

11-12—Great Issues in Western Civilization (3-3)

Lectures, readings, and discussions of ideas, attitudes, and institutions basic to an understanding of Western civilization and its relation to present day issues. First semester—Western man through 17th century. Second semester—Western man from 18th century to the present. (Every year.)

21-22—The Non-Western World (3-3)

The study and discussion of issues affecting the cultural evolution of the Afro-Asian world in particular, with emphasis upon the impact of western imperialism, nationalism, and modernism. (Every year.)

61-62—Hispanic Civilization (3-3)

The tracing of Hispanic Civilization institutions throughout the entire world, as originating in the Iberian peninsula. Study and discussion of Hispanic Civilization in Africa, the Far East, and Latin America. Consideration and relationship given to Spanish-speaking peoples of Mexico and the United States. (Every year.)

100—Historian's Methods (3)

Beginning seminar in historical research—problems of investigation, critical analysis and presentation; correct use of footnotes and bibliography; and acquaintance with local libraries and archives. Some attention to the development of historical writing and the philosophy of history. Recommended in the sophomore year. (Every year.)

108A-108B—Historic and Pre-Historic Archaeology (3)

A continuing program in archaeology through field excavations and lab work. Historic sites include Mission San Diego and San Diego's Old Town State Park; prehistoric sites of four known cultures in this region are to be excavated at intervals. The program is interdisciplinary in nature. Prerequisites: Anthro. 1 and 2 or Hist. 185, or with approval of Chairman, Dept. of History. Course is limited to two semesters each, division A & B.

111-112—Greek and Roman Civilizations (3-3)

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century.

121-122—Medieval Institutions (3-3)

A study of the political, social, economic, and cultural foundations of Western civilization. Examination of representative medieval institutions such as the Church and monasticism; the Germanic kingdoms; feudalism; the town, and the university. Topics will also include representative government, rise of the national states, development of commercial institutions and social interaction during the Middle Ages.

131—Renaissance and Reformation (3)

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. Sixteenth-century Europe studies in the religious, political, economic, and social light of the Reformation Movement and the development of the national monarchies.

133—Scientific, Intellectual, and Political Revolutions of Modern Europe (3)

An analysis of seventeenth and eighteenth century moods, movements, and people. Special attention to forces contributing to the Age of Enlightenment.

146—Topics in Nineteenth Century European History (3)

Readings, discussions, and papers on certain major topics such as: The Concert of Europe and revolutions by decades; Romanticism, liberalism, and nationalism; the industrial revolution, capitalism, and the triumph of the bourgeoisie; socialism, utopian and scientific; imperialism and the "Golden Age of Hope." This course may be repeated for credit when the topic changes.

147—Topics in Twentieth Century European History (3)

The century of war; dictatorships; stabilization and its breakdown; the Cold War and its consequences; the New Europe and the Global System. This course may be repeated for credit when the topic changes. (In alternate years this course will be substituted by a team-taught course called "The Rise and Fall of the Third Reich and the Japanese Empire." History 147/192.)

152—Great Britain and the Commonwealth (3)

Transformation of an empire; Third World members of the Commonwealth; the case of South Africa; the Commonwealth and the Common Market.

154—History of Spain (3)

A study of the Iberian Peninsula from pre-Roman times to the modern era. Emphasis upon the geographical setting, influence of the Moslem conquest, and forces contributing to overseas colonization. Special attention given to Spain's role in European affairs.

155—Tsarist Russia (3)

A study of the development of the Russian state from the rise of Kievan Russia to the first twentieth century revolution. Special emphasis on the role of the Tsarist Autocracy, the Orthodox Church, and pan-Slavism.

156—Communist Russia (3)

An analysis of the rise of Bolshevik Russia; examination of the growth of the Soviet state in its prolonged condition of revolution. (In alternate years this course will be substituted by a team-taught course called "Revolutions East and West—Chinese and Bolshevik." History 156/191.)

160-161—Latin America I and II (3-3)

The age of discovery; Indian civilizations; social, political, and religious institutions introduced to the New World; forces contributing to the movement for independence from Spain and Portugal; social and cultural developments. Part II: Rise of Mexico and the nations of South America as independent republics from 1821 to the present. Studies of church-state relationships, dictatorships, land problems, cultural and social institutions, and the Organization of American States.

170—United States Constitutional History I and II (3-3)

English and colonial origins and the first state constitutions; the Articles of Confederation; the convention and ratification of the Constitution; establishment of the new government and constitutional issues related thereto. Additional topics will include Jeffersonian democracy and the judicial nationalism of John Marshall; Jacksonian democracy and the development of states' rights; the slavery controversy, sectional conflict, secession and the Civil War.

Part II

Establishment of civil rights; doctrine of vested rights combined with substantive due process; judicial review vs. states' social legislation; liberal nationalism and the Progressive movement. Topics will also include Wilson's New Freedom, Roosevelt's New Deal; the question of civil liberties; the Communist question and minority movements.

171—Topics in Early American History (3)

Political, economic, social, and cultural history of the colonial period with emphasis upon English, French and other colonial governments. The American Revolution, the Federalist era, Jeffersonian democracy, the Era of Good Feelings, and the Age of Jackson. This course may be repeated for credit when the topic changes.

173—Makers of American History (3)

Studies through the biographical approach of famous Americans from Colonial America to the present day.

174—Civil War and Reconstruction (3)

Political, economic, social, and military aspects of the struggles between the Union and the Confederacy; the aftermath and its effect on the U. S. in later years.

- 175—Topics in Twentieth Century America (3)
World War I, Capitalism, Democracy, the Roaring Twenties, World War II, the Cold War, Great Depression and other topics. May be repeated for credit when the topic changes.
- 176-177—United States Diplomatic History I & II (3-3)
Survey of foreign relations of the U. S. from the Revolutionary War to the Spanish-American War. Part II covers U. S. in the 20th century.
- 178—Topics in Intellectual and Social History of the U. S. (3)
Deals with ideas and movements such as: Constitutionalism, Liberalism, Sectionalism, and Slavery through Reconstruction. Includes topics such as Monetary systems; Communications; Vanishing Frontier; Labor; Trusts; Immigration the Gilded Age; Mass-Culture and the Lost Generation.
- 180-181—The American West I & II (3-3)
Discovery, exploration, and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181): from 1848 to the present day, mining, Indian Wars, agricultural West, water and the arid regions. The American West as a region economically, socially, and politically important. 180 is not a prerequisite to 181.
- 182—The Spanish Borderlands (3)
Discovery, exploration, and settlement of the North American region from Florida to Alaska encompassing the north-Mexican states and the Pacific Ocean from 1500 to 1800. 182 is not a prerequisite to 183.
- 183—Mexican-American History (3)
19th and 20th century borderlands studies. Emphasis on U. S.-Mexican relations the impact in present-day society of the Hispanic and Mexican cultural traits and values.
- 185—Indians of the Californias (3)
Studies of the Indians of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule, about 1821. Theory and field methods included.
- 186—The Pacific Ocean in History (3)
History of maritime activities in the Pacific with emphasis on discovery and exploration. Study of Spanish, Portuguese, French, English, Dutch, and Russian sea expansion. Concentration: The Spanish Manila Galleon trade and 18th century scientific expeditions.
- 187—History of Baja California (3)
History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to the present day. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period.

188-189—History of California I & II (3-3)

Part I: California from its discovery to the Mexican War with emphasis upon Spanish and Mexican cultural contributions. Special attention given to the role of San Diego. Part II: The growth of California from 1848 to the present day with emphasis upon political, economic, and cultural forces explaining the role of California in the 20th century. Part I is not a prerequisite to Part II. (Every year.)

190—Traditional China (3)

A study in depth of key aspects of Chinese culture and what it means to be distinctively Chinese. This will include the philosophical, sociological, and political evolution of the Chinese civilization through the period of Western impact and the collapse of the Ch'ing Dynasty.

191—Modern China (3)

An analysis and interpretation of the continuing era of revolution to the founding of the People's Republic of China. Emphasis will be on the conflicting ideologies of nationalism, Communism, traditionalism, and modernism.

192—Topics in Modern Asian History (3)

A critical study in modern and contemporary problems related to East Asia, including such courses as China and Russia, China and the United States, China and the Third World, Nationalism and Communism in Asia and other relevant topics. The course may be repeated for credit when the topic changes each semester. (In alternate years this course will be substituted by a team-taught course called "The Rise and Fall of the Third Reich and the Japanese Empire," History 147/192, or "Revolutions East and West—Chinese and Bolshevik," History 156/192.)

193—The Nineteenth and Twentieth Century Middle East (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism and the paths to independence.

194—Problems in Post-war Middle East (3)

Alternate courses in such topics as: The Middle East, Trends and Challenges; The Middle East and the Third World; The Middle East and the Great Powers; other relevant topics. The course may be repeated for credit when the topic changes.

195—Nineteenth and Twentieth Century Africa (3)

The investigation of such topics as the Pre-colonial period, Colonial period, and New Imperialism, Colonial Administration, Nationalism, and the road to independence.

196—Problems in Independent Africa (3)

A critical study of contemporary problems in the new African states including alternating courses such as: Africa in the African World; Africa and the Great Powers; Africa in the Third World

and other relevant topics. The course may be repeated for credit when the topic changes.

199—Independent Study (1-3)

Note: For graduate courses in History, see Graduate Division Bulletin.

INTERDISCIPLINARY STUDIES

Carl L. Gilbert, Ph.D., Chairman

The University of San Diego now offers several new options to the traditional discipline majors. The core programs are based upon Geocultural Area Studies. The purpose of the Geocultural Studies Programs is to develop understanding and appreciation of American and other civilizations in a multi-dimensional manner. The Major includes cultural history, the institutions and ideals, the literature, arts, significant philosophical, economic, and educational movements, and an interpretation of these cultures as they relate to past and present life. During the last year of study, students will take part in a Senior Colloquium which will interrelate the many fields covered in the chosen area.

The Core Geocultural Area Choices are:

- American Studies
- European Studies
- Hispanic/Latin American Studies
- Non-Western Studies

AMERICAN STUDIES

Recommended preparation for the Major:

History 11-12 and completion of General Education requirements (see note, p. 87).

The Major:

36 hours of which 24 must be upper division, distributed as follows:

- 15 hours, one area of discipline
- 9 hours, second area of disciplines
- 9 hours, area electives
- 3 hours, senior colloquium

The Minor:

18 units in a single discipline, another Geocultural Area, or other Interdisciplinary Studies Programs.

The Geocultural Area as a Minor:

Any student desiring to Major in a single discipline may choose to minor in one of the four Geocultural Area Programs by completing 18 units of work in his chosen area, *i.e.*, American Studies, Non-Western Studies, Hispanic/Latin American Studies, or European Studies.

- Economics 106, Economic History of the U.S. (3)
Economics 135, Economics and Welfare (3)
Economics 145, Urban Economics (3)
Business 142, Business and Society (3)

Education:

Education 130, Social Foundations of American Education (3)

Philosophy:

Philosophy 172, Pragmatism (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under American Studies, provided that they conform to the area distribution outlined for the Major.

Note: Students who wish may complete 6 hours of Social Sciences and 6 hours of Sciences GE in the new Environmental Project. The 6 hours of Social Science will substitute for History 11-12 or Option B in the catalogue. The 6 hours of Sciences will substitute for Science 11 & 13.

EUROPEAN STUDIES

Recommended preparation for the Major:

History 11-12, and completion of General Education requirements.

The Major:

36 hours of which 24 must be upper division distributed as follows:

- 15 hours, one area of disciplines
- 9 hours, second area of disciplines
- 9 hours, area electives
- 3 hours, Senior Colloquium or equivalent

The Minor:

18 units in a single discipline, another Geocultural Area, or other Interdisciplinary Studies Programs.

The Geocultural Area Program as a Minor:

A student desiring to major in a single discipline may choose to minor in one of the four geocultural area programs by completing 18 units in his chosen area.

Courses Available for the Major or Minor:

Social Sciences:

- History 111-112, Greek and Roman Civilizations (3-3)
- History 121-122, Medieval Institutions (3-3)
- History 131, Renaissance and Reformation (3)
- History 133, Scientific, Intellectual, and Political Revolutions of Modern Europe (3)
- History 146, Topics in Nineteenth Century European History (3)
- History 147, Topics in Twentieth Century European History (3)
- History 152, Great Britain and the Commonwealth (3)
- History 155, Tsarist Russia (3)
- History 156, Communist Russia (3)
- History 191, Modern China (3)
- Political Science 110, Ancient and Medieval Political Theory (3)
- Political Science 120, International Politics (3)
- Political Science 121, International Crises (3)
- Political Science 125, International Organizations (3)

- Political Science 127, International Law (3)
- Political Science 133, International Economics (3)
- Political Science 150, Politics of Great Britain (3)
- Political Science 156, Western European Integration (3)
- Political Science 180, Politics in the USSR (3)
- Political Science 181, Politics in Eastern Europe (3)

Behavioral Sciences:

- Anthropology I, Introduction to Anthropology (3)
- Psychology 185, Humanistic Psychology (3)
- Sociology I, Introductory Sociology (3)
- Sociology 122, Early Sociological Theories (3)
- Sociology 123, Modern Sociological Theories (3)
- Sociology 150, Social Structure, Origins, and Institutions (3)
- Sociology 155, Sociology of Welfare Institutions (3)

Humanities:

- English 28, Modern World Literature, (when European) (3)
- English 100, Literature of the West: 400-1400 (3)
- English 104, Nordic and Iselandic Literature (3)
- English 109, Chaucer (3)
- English 113, 16th Century Studies (3)
- English 116, Shakespeare I (3)
- English 117, Shakespeare II (3)
- English 118, Renaissance Drama (3)
- English 119, 17th Century Studies (3)
- English 120, Milton (3)
- English 123, 18th Century Studies (3)
- English 126, Restoration and 18th Century Drama (3)
- English 128, Fiction from 16th to 19th Century (3)
- English 142, 19th Century Studies (Romanticism) (3)
- English 144, 19th Century Studies (Victorian) (3)
- English 148, 19th Century British Fiction (3)
- English 163, Modern Continental Literature (3)
- English 166, Modern Drama (3)
- Art 33A-B, Art History (2-2)
- Art 133, History of Modern Art (3)
- Art 134, History of Contemporary Art (3)
- Music 30, Music Appreciation (2)
- Music 120A-B, History of Music in Western Civilization (3-3)
- Music 125, Music of Baroque and Classical Period (3)
- Music 126, Music of the Romantic Period (3)
- Music 128, 20th Century Music (3)
- Music 129, Russian Composers (3)
- Music 179, History of the Opera (3)

Economics:

- Economics 1, 2, Principles of Economics (3-3)
- Economics 123, Economic Development and Growth (3)
- Economics 133, International Economics (3)
- Economics 140, History of Economic Thought and Comparative Systems (3)

Philosophy:

- Philosophy 71, Ancient Philosophy (3)
- Philosophy 72, Medieval Philosophy (3)
- Philosophy 74, Contemporary Philosophy (3)
- Philosophy 152, Studies of Man (3)
- Philosophy 162, Modern Rationalism and Empiricism (3)
- Philosophy 163, Modern Idealism (3)
- Philosophy 173, Linguistic Philosophy (3)
- Philosophy 174, Phenomenology and Existentialism (3)

Languages:

- French 103, Cultural Background of French Civilization (3)
- French 121, From the Gauls to the Organization of France and its "Grandeur" (3)
- French 122, France, from its Glory to the 1789 Revolution (3)
- French 123, From the French Revolution to the First World War (3)
- French 124, France after 1914 up to deGaulle's Fifth Republic (3)
- German 100A-B-C, Survey of German Literature (3-3)
- German 104A-B, Readings in German Literature (3-3)
- Spanish 102, Civilization of Spain (3)
- Spanish 103, Introduction to Spanish Literature (3)
- Spanish 121, Middle Ages and Pre-Renaissance (3)
- Spanish 122, The Renaissance (3)
- Spanish 123, 17th Century Prose and Poetry (3)
- Spanish 124, Spanish Theatre of The Golden Age (3)
- Spanish 125, Neoclassicism and Romanticism (3)
- Spanish 126, 19th Century Realism and Naturalism (3)
- Spanish 127, 20th Century Spanish Literature (3)
- Spanish 130, History of the Spanish Language (3)

Religious Studies:

- Religion 25, The Ecumenical Movement (3)
- Religion 40, Christian Anthropology (3)
- Religion 130, Contemporary Moral Theology (3)
- Religion 150, Contemporary Theology of the Church (3)

HISPANIC/LATIN AMERICAN STUDIES

Recommended preparation for the Major:

History 61-62, and completion of General Education requirements.

The Major:

36 hours of which 24 must be upper division distributed as follows:

- 15 hours, one area of disciplines
- 9 hours, second area of disciplines
- 9 hours, area electives
- 3 hours, Senior Colloquium or equivalent

The Minor:

18 units in a single discipline, another geocultural area, or other Interdisciplinary Studies Programs.

The Geocultural Area Program as a Minor:

A student desiring to major in a single discipline may choose to minor in one of the four geocultural area programs by completing 18 units in his chosen area.

Courses Available for the Major or Minor:

Social Sciences:

- History 61-62, Hispanic Civilization (3-3)
- History 160-161, Latin America I-II (3-3)
- History 182, Spanish Borderlands (3)
- History 183, Mexican-American History (3)
- History 185, Indians of the Californias (3)
- History 186, Pacific Ocean in History (3)
- History 187, History of Baja California (3)
- History 188, History of California I (3)
- Political Science 125, International Organization (3)
- Political Science 186, Politics in Latin America (3)

Behavioral Sciences:

- Anthropology 2, Cultural Anthropology (3)
- Anthropology 122, Peoples of South America (3)
- Anthropology 164, Art, Architecture, and Symbolism of the Classic Mayan (3)

Languages:

- Spanish 143, Mexican Literature (3)
- Spanish 145, Survey of Spanish-American Literature (3)
- Spanish 146, Contemporary Spanish-American Literature (3)
- Spanish 147, Spanish-American Novels (3)
- Spanish 148, The Spanish American Essay
- Spanish 149, Contemporary Spanish American Theatre
- Spanish 150, Ibero-American Civilization (3)
(May substitute for History 61-62)
- Spanish 152, Contemporary Spanish American Poetry

As new courses are added to the curriculum they may be taken as options to those currently listed under Hispanic/Latin American Studies, provided that they conform to the area distribution as outlined for the Major.

NON-WESTERN STUDIES

Recommended preparation for the Major:

History 21-22, and completion of General Education requirements.

The Major:

36 hours of which 24 must be upper division distributed as follows:

- 15 hours, one area of disciplines
- 9 hours, second area of disciplines
- 9 hours, area electives
- 3 hours, Senior Colloquium

The Minor:

18 units in a single discipline, another geocultural area, or other Interdisciplinary Studies Programs.

The Geocultural Area Program As a Minor:

A student desiring to major in a single discipline may choose to minor in one of the four geocultural area programs by completing 18 units in his chosen area.

Courses Available for the Major or Minor:

Social Sciences:

- History 156, Communist Russia (3)
- History 186, The Pacific Ocean in History (3)
- History 190, Traditional China (3)
- History 191, Modern China (3)
- History 192, Topics in Modern Asian History (3-3-3-3)
- History 193, 19th and 20th Century Mid-East (3)
- History 194, Topics in Mid-East History (3-3-3-3)
- History 195, 19th and 20th Century Africa (3)
- History 196, Problems in Independent Africa (3)
- Political Science 140, Politics in S.E. Asia (3)
- Political Science 190, Politics in China and Japan (3)
- Political Science 192, Politics in the Middle East (3)
- Political Science 194, Politics of the African States (3)
- Political Science 199, Directed Reading and Research (3)

Humanities:

- English 30, Arabian Literature (3)
- English 180, Oriental Literature (3)
- Art 112, Seminar, Black Art (3)
- Art 135, History of Oriental Art (3)

Religious Studies:

- Religion 110, History of Eastern Religions (3)
- Religion 115, World Religions—Hinduism (3)
- Religion 120, World Religions—Buddhism (3)
- Plus variously scheduled seminars during summer sessions.

Behavioral Sciences:

- Anthropology 1, Introduction to Anthropology (3)
- Anthropology 2, Cultural Anthropology (3)
- Anthropology 10, Physical Anthropology (3)
- Anthropology 30, Archaeology (3)
- Anthropology 120, Ethnology (3)
- Anthropology 140, Kinship and Social Organization (3)
- Anthropology 150, Language and Culture (3)
- Anthropology 160, Primitive Religions (3)
- Anthropology 164, The Art, Architecture and Symbolism of the Classic Mayan (3)
- Anthropology 176, Culture Change (3)
- Anthropology 180, Culture and Personality (3)
- Anthropology 190, History of Anthropological Thought (3)
- Anthropology 196, Problems in Cultural Anthropology (3)

Philosophy:

- Philosophy 158, Contemporary Arabian Philosophy (3)

As new courses are added to the curriculum they may be taken as options

to those currently listed under Non-Western Studies provided that they conform to the area distribution as outlined for the Major.

San Diego County Environmental Studies Project

The University of San Diego offers an Environmental Studies Project for the Fall Semester, 1974 and Spring Semester, 1975. The project involves three units of History, Political Science, which serve as an additional Social Science General Education option and three units of science (Science 11 or 13) as an option for the General Education requirement in Science. This is a total of six units per semester.

INTERNATIONAL RELATIONS

Ernest N. Morin, Ph.D., Chairman

Department of History and Political Science

John S. Chambers, Ph.D. Cand.

Herschel A. House, B.S.

Donald H. Lintz, J.D.

Gabriela S. Meyers, Ph.D.

Gilbert L. Oddo, Ph.D.

A. Paul Theil, Ph.D.

The International Relations major is recommended as a field of study for those students seeking careers abroad in government or in private industry, for teachers, for those planning careers in journalism, law, and related fields, and for those who intend to go on to graduate studies.

The major consists of not less than 45 upper division units selected in consultation with an advisor from the Political Science faculty. Eighteen of these units must be in Political Science, twelve in History, and the remainder selected from pertinent courses in Art, Economics, English, Religious Studies, and Philosophy.

Preparation for the Major: Political Science 3 and 15; History 11-12 or 21-22; Art 33A-B, Economics 1 and 2, and the General Education requirements.

The Major: Forty-five units of upper division units to include:

- A. Political Science 120, 125, 127, 178 plus 2 courses (6 units from the following:

- Political Science 140—Politics of South-Southeast Asia (3)
- 150—Politics in Great Britain (3)
- 156—Western European Integration (3)
- 180—Politics in the USSR (3)
- 181—Politics in Eastern Europe (3)
- 186—Politics in Latin America (3)
- 190—Politics of China and Japan (3)
- 192—Politics in the Middle East (3)
- 194—Politics in the African States (3)

B. History 176-177 plus 2 courses (6 units) selected from the following:

History 147—Topics in Twentieth Century European History (3)

154—History of Spain (3)

156—Communist Russia (3)

160-161—Latin America I & II (3-3)

191—Modern China (3)

192—Topics in Modern Asian History (3)

193—Nineteenth and Twentieth Century Middle East (3)

195—Nineteenth and Twentieth Century Africa (3)

196—Problems in Independent Africa (3)

C. Art 133—History of Modern Art (3 units) or

Art 135—History of Oriental Art (3 units)

D. Economics 133—International Economics (3 units)

Economics 140—History of Economic Thought and Comparative Economic Systems (3 units)

E. English—one course (3 units) in either

English 163—Modern Continental Literature (3 units) or

English 180—Oriental Literature (3 units)

F. Religious Studies 110—History of Eastern Religions (3 units)

The Minor: Political Science 3, 15, 120, 127 and six additional upper division units selected in consultation with an advisor from the Political Science faculty.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Art 33A (3)	Art 33B (3)	Pol. Sci. (3)	Economics 2 (3)
English 21 (3)	English 22 (3)	Economics 1 (3)	Relig. Stud. (3)
History 11 (3)	History 12 (3)	Language, if needed (4)	English 23 or 28 (3)
Language (4)	Language (4)	Relig. Stud. 20 (3)	Phil. 60 (3)
Pol. Sci. 15 (3)	Phil. 10 (3)	Science 11 (3)	Science (3)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. 120 (3)	Pol. Sci. 125 (3)	Pol. Sci. 127 (3)	Phil. selective (3)
Relig. Stud. 110 (3)	Phil. 130 (3)	Pol. Sci. 178 (3)	Eng. 163 or 180 (3)
Science (3)	History 177 (3)	Economics 140 (3)	Electives (9)
History 176 (3)	Art 133 or 135 (3)	Electives (6)	
Economics 133 (3)	Electives (4)		

JOURNALISM

20—Journalism I (2)

General study of newspaper production. Methods of news gathering, reporting, writing, editing. The elements of the story, the interview, the news conference. College publications used as laboratory.

21—Journalism II (2)

History of journalism and journalists. Area news reporting (science, religion, sports, politics, arts, etc.), advanced writing (critical reviews, features, editorials). Emphasis on style and makeup. College publications used as laboratory.

120—Advanced Journalism (1)

Theory and practice in newspaper production; includes editing, with emphasis on the achievement of meaning in written communication, headline writing, typography, and the principles of makeup. College publications used as laboratory. May be repeated for a total of four units.

LATIN

1-2—Elementary (5-5)

Instruction about language and the learning of languages. Saturation in essentials. Sounds, forms, syntax; reading comprehension. (Every year.)

199—Special Study (1 to 3)

Independent reading.

LIBRARY SCIENCE

Marian P. Holleman, M.A., M.L.S.

The University of San Diego offers professional education in librarianship. Subjects which are essential background for all librarians are covered in the courses.

The Minor: The eighteen units of work should include Library Science 100, 141, 142, 244, and six additional units.

1—Research Methods (1)

A positive relationship exists between knowledge of library usage and academic effectiveness. The goal of this course is the instruction of students in the use of the library and its resources as a tool of educational achievement. The course is taken in connection with another course in a specific discipline, and students will learn the techniques of searching out in-depth information sources in that discipline.

100—Library in Society (3)

Libraries and the profession of librarianship, evolution of the library

as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

154—Reading for Children and Young Adults (3)

Historical background of children's literature and critical analysis of folklore, legends, myths, and modern imaginative literature as an essential part of the whole realm of literary activity. A discussion of the criteria for selection of books suitable for children and adolescents in relation to their interests, special needs, and abilities.

244—Building Library Collections (3)

Problems and techniques of collection building relating to the acquisition of book and non-book materials. The student will read widely among current books in different subject fields to establish standards of evaluation and familiarity with reviewing media.

For additional graduate courses in Library Science, see Graduate School Bulletin.

MATHEMATICS

Dwight R. Bean, Ph.D.

William E. deMalignon, M.A.

Jack Pope, Ph.D.

Alphonse G. Zukowski, M.A.

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Mathematics 50, 51, 52	12 units
Mathematics 121A-121B	6 units
Physics 50, 100	8 units
Upper division mathematics electives	18 units

Note: Math 5, Math 6, Math 10, and Math 100 do not satisfy requirements for the major or minor in mathematics.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	English 22 (3)	Eng. 23 or 28	Pol. Sci. 15 (3)
Relig. Stud. 20 or	Phil. 10 or Relig.	or 29 (3)	Language (4)
Phil. 10 (3)	Stud. 20 (3)	Language (4)	Relig. Stud. (3)
Math 50 (4)	Math 51 (4)	Math 52 (4)	Phil. 60 (3)
Soc. Sci. (3)	Physics 50 (4)	Physics 100 (4)	Math. u.d. (3)
Fine Arts (2)	Fine Arts (2)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies,		
Math. u.d. (6)	Math. u.d. (6)	either year (3)	
Minor and	Phil. 130 (3)	Mathematics (6)	Mathematics (6)
electives (4)	Minor and	Minor and	Minor and
Language, if	electives (3-5)	electives (6-8)	electives (10)
needed (4)	Soc. Sci. (3)	Phil. selective (3)	

5—Liberal Arts Mathematics I (3)

A general education course in college mathematics, designed to give a cultural mathematical background to students of the humanities. (Fall.)

6—Liberal Arts Mathematics II (3)

A continuation of Math 5. Prerequisite: Math 5 or consent of instructor. (Spring.)

10—Basic Algebra (3)

A survey of basic mathematical skills for students with insufficient mathematics preparation. This course does not satisfy general education or requirements for a major or minor in mathematics.

11—Elementary Mathematics (3)

A study of sets, logic, algebraic processes, logarithms, equations and their graphs, elementary functions, linear systems and linear programming. (Every semester.)

12—Essentials of Trigonometry (1)

Definitions, solutions of right triangles, graphs, identities and inverse trigonometric functions. (Every semester.)

14—Survey of Calculus (3)

A terminal mathematics course giving an introduction to the formulas and techniques of elementary differential and integral calculus. Note: This course is not equivalent to Math. 50, and will not serve as a prerequisite to Math. 51. Prerequisite: Math 11 or equivalent. (Every semester.)

- 15—Introduction to Probability and Statistics (3)
Probability as a mathematical system; random variables and their distributions; limit theorems; topics in statistical inference. Prerequisite: Math. 11 or equivalent. (Every semester.)
- 50—Calculus I (4)
Fundamental notions of analytic geometry, differential and integral calculus with elementary applications. Prerequisite: Math. 11 and 12 or advanced placement. (Every semester.)
- 51—Calculus II (4)
Transcendental functions, integration techniques, polar coordinates, applications to geometry, mechanics, other sciences. Prerequisite: Math. 50 or equivalent. (Every semester.)
- 52—Calculus III (4)
Infinite Series, partial derivatives, multiple integration, elements of differential equations, applications. Prerequisite: Math. 51 or equivalent. (Every semester.)
- 100—Algebraic Foundations of the Number System (3)
Pre-number ideas, whole numbers, names for numbers, numeration systems; place value, techniques of algebraic operations; number line; points, lines, and planes; linear and angular measure; factors and primes; rational numbers. (Fall.)
- 114—Theory and Application of Matrices (3)
Elementary operations, determinants, adjoint and inverse of square matrices, linear equations, vector spaces, congruence, bilinear forms, hermitian forms, characteristic equations, eigenvalues and vectors, invariant vectors, and spaces, real symmetric matrices, orthogonal similarity, normal matrices, applications to physical problems. (Spring, 1975.)
- 115—Theory of Numbers (3)
Fundamental theorems on divisibility, least residues, Fermat's theorem, Euler's generalization, Euler's function, theorem of congruences, linear congruences, Chinese remainder theorem, quadratic residues, reciprocity law. (Fall, 1975.)
- 119—Ordinary Differential Equations (3)
Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, applications. Prerequisite: Math. 52. (Fall, 1974.)
- 120—Partial Differential Equations (3)
Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, applications. Prerequisite: Math. 119. (Fall, 1975.)
- 121A-121B—Advanced Calculus (3-3)
A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Math. 52. (1975-1976.)

- 124—**Topology (3)**
Set theory, sets, relations, mappings, topological properties of spaces, metrization, compactness, continuity, connectedness. Properties of arcs and curves. Special topics. (Spring, 1975.)
- 125—**Complex Function Theory (3)**
Analytic function theory, power series, analytic continuation, conformal mapping, applications. Prerequisite: Math 52. (Spring, 1975.)
- 128—**Differential Geometry (3)**
Affine coordinate systems and translations; tensors and transformations, reciprocal systems, covariant and contravariant vectors; space curves, lines, planes, quadric cone and conics; curvilinear coordinates and applications to physics. Prerequisite: Analytical geometry and calculus. (A basic understanding of vectors is desirable but not absolutely necessary.)
- 131—**Numerical Analysis I (3)**
Basic concepts, finite differences, classical interpolation formulas, numerical differentiation and integration, applications. Prerequisite: Math. 52. (Spring, 1976.)
- 132—**Numerical Analysis II (3)**
Systems of linear equations, numerical solutions of differential and difference equations, method of least squares, applications. Prerequisite: Math. 131.
- 140—**Mathematical Statistics and Probability (3)**
Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, central limit theorem, statistical inference and tests of hypotheses. Prerequisite: Math 52 or consent of instructor. (Spring, 1974.)
- 156—**Algebraic Systems (3)**
An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras. Applications of these systems to other branches of mathematics. (Fall, 1974.)
- 181—**Symbolic Logic (Philosophy 181) (3)**
An introduction to symbolic logic. Simple operations of the Boolean algebra. Classical logic from an axiomatic basis. May be taken for either mathematics or philosophy credit. (Spring, every year.)
- 199—**Individual Studies or Seminar (3)**
Student reading and research in selected special topics; student presentations. May be repeated once for credit with a different topic. Prerequisite: consent of instructor.
- 200—**Graduate Seminar (3)**
Reading and research in selected topics suitable for graduate standing and the MAT program. May be repeated for credit. Prerequisite: graduate standing and consent of the instructor.

MUSIC

Robert A. Austin, M.F.A.

Henry Kolar, D.M.A.

Marjorie L. Hart, M.A.

Ilana Mysior, M. Mus.

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work in the 40 required music units should include Music 105, 108, 120A-120B, and three music literature courses.

Requirements for Music Majors:

All majors are required to participate in one performing organization each semester and to attend and participate in weekly performance seminars.

Junior Recitals: Private, approximately thirty minutes in length.

Senior Recitals: Private, standard concert length. With faculty approval, may be given as a public concert.

Musicologists: Those music majors not having a voice or instrument major, *i.e.*, private study through most of their college attendance, will give a lecture recital on private research; one-half of a program for juniors, full program for seniors.

All recitalists must audition for the music faculty at least six weeks prior to performance date.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	English 22 (3)	Eng. 23 or 28 or 29 (3)	Relig. Stud. (3)
History 11 (3)	History 12 (3)	Pol. Sci. 15 (3)	Science (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Science 11 (3)	Music 4 (3)
Music 1 (3)	Music 2 (3)	Phil. 60 (3)	Music 105 (3)
Electives (3-4)	Electives (4)	Music 3 (3)	Elective (3)
		Elective (1)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies.	either year (3)	
Music (6)	Music (6)	Music (6)	Music (6)
Science (3)	Language (4)	Language, if needed (4)	Minor and electives (9)
Language (4)	Minor or elective (3)	Minor and electives (3)	
Minor and/or elective (3)	Phil. 130 (3)	Phil. selective (3)	

1-2—Harmony (3-3)

Elementary Harmony; triads and their inversions, simple modulations and transpositions; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard and ear training. (Every year.)

- 3—Counterpoint (3)
The study of melodic design and the art of combining melodies, based on the practices of eighteenth-century polyphony. Prerequisite: Harmony 1-2. (Fall, every year.)
- 4—Twentieth Century Harmony (3)
Continued analysis with emphasis on 20th century melodic and harmonic techniques and devices. Prerequisite: Music 3 or equivalent. (Spring, every year.)
- 20—Class Piano Instruction (1)
Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly. (Every semester.)
- 21—Intermediate Class Piano (1)
A continuation of piano playing basics begun in Music 20, *Class Piano Instruction*. More advanced compositions and techniques of piano will be studied.
- 22—Strings (1)
Class instruction on the stringed instruments, violin, viola, cello, and string bass. Lectures followed by practical application on the instruments.
- 23—Brass (1)
Class instruction on the treble clef and bass clef instruments. Lectures followed by practical application on the instruments.
- 24—Woodwinds (1)
Class instruction on the clarinet during the first semester with concentration on the oboe, flute, and bassoon during the second semester. Lectures followed by practical application on the instrument.
- 30—Music Appreciation (2)
A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. (Every semester.)
- 31-36 (131-136)—Applied Music (1-1)
- | | |
|------------|--------------------|
| 31: Piano | 36: String Bass |
| 32: Voice | 37: Woodwinds |
| 33: Violin | 38: Brass |
| 34: Cello | 39: Percussion |
| 35: Organ | 40: Classic Guitar |
- End-semester auditions of 10-15 minutes each before music faculty will constitute partial final grade. (Every semester.)
- 45—Basic Skills (2)
Learning music notation, rhythm and chord structure through the recorder, piano and autoharp.
- 62 (162)—University Chorus (1)
Choral music of different styles and periods. Performances of major works with the University Orchestra. (Every semester.)

- 63 (163)—Ensemble (1-1)
Open to instrumentalists, pianists, and vocalists, by consent of the instructor. (Every semester.)
- 64 (164)—Opera Workshop (1-2)
Performances in costume of opera scenes and complete operas. Training in the behind the scenes preparation of productions, staging, coaching, directing, etc. (Every semester.)
- 65 (165)—University Orchestra (1)
The study and performance of symphonic literature. (Every semester.)
- 105—Form and Analysis (3)
A study of the basic elements characterizing musical form; its structure, style, and development through the music periods. (Spring, every year.)
- 107—Composition (3)
Practical application of basic compositional skills through a study of contemporary techniques. Original work by the student in the small forms, both vocal and instrumental.
- 108—Basic Orchestration (3)
Exercises in analysis of orchestral scores, and practical orchestration. (Fall, every year.)
- 120A-120B—History of Music in Western Civilization (3-3)
A comprehensive view of the whole field of music in western civilization in its historical sequence and development. (Every year.)
- 124—Music of the Renaissance (3)
A study of vocal and instrumental music from Josquin des Pres to Monteverdi.
- 125—Music of the Baroque and Classical Periods (3)
A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings.
- 126—Music of the Romantic Period (3)
A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings.
- 128—Twentieth-Century Music (3)
A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, chordal combinations and new rhythmic freedom: Debussy to present day composers.
- 129—Russian Composers (3)
A study of the music of Russian composers from the nineteenth century to the present through lectures, readings, and recordings. (Spring, 1975.)
- 143—Conducting (3)
Practical experience in score reading and conducting techniques. (Spring, 1975.)

145—**Music of Other Cultures (3)**

A survey of traditional and folk music of western and non-western cultures. (Fall, every year.)

167—**String Literature (2)**

A study through records and live performances of the literature for violin, viola, cello, and string bass. (Fall, 1974.)

168—**Vocal Literature (2)**

A study through records and live performances of the literature for voice.

169—**Piano Literature (2)**

A study through records and live performances of the literature for piano. (Spring, 1975.)

170—**History of the Opera (3)**

The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century.

199—**Independent Study (1-3)**

Individual work in theory, composition, or musicology with the approval of the music faculty.

PHILOSOPHY

John W. Swanke, Ph.D., Chairman

Reverend Thomas J. Carlin, Ph.L.

Richard J. George, Ph.D.

Joseph P. Ghougassian, Ph.D.

Sister Emerine Glowienka, Ph.D.

Patrick J. Hurley, Ph.D.

Norman C. Johnshoy, M.A.

Reverend William L. Shipley, Ph.D.

The Department of Philosophy aims to bring a high standard of intellectual maturity and moral integrity to all students, and especially philosophy majors, by introducing them to the thoughts of the greatest thinkers of all times. In particular, to develop habits of:

Intellectual curiosity and disciplined independence of judgment

Certitude of fundamental principles

Facility and accuracy in reasoning

Breadth of synthesis in the integration of the sciences and of the arts

Insight in the analysis of individual and social problems in terms of man's destiny

Convictions requisite for personal integrity in the attainment of that human destiny

The beginnings of wisdom, both speculative and practical, as a natural culmination of the preceding.

The Major:

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Philosophy 25, 60, 62, 71 or 72, 73 or 74 15 units

Philosophy 110, 115, 125, 135, 136 or 164, and 9 units

Philosophy, u.d. 24 units

The Minor: Six upper division units beyond the required courses, ordinarily including Philosophy 110 or 115, and Philosophy 136 or 164.

Courses required of all students: Philosophy 10, 60, 130, and selective course chosen from Logic, Philosophy of Nature, Philosophy of Being, Philosophy of God, or Philosophy of Knowledge.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
English 21 (3)	English 22 (3)	English 23 or 28	Phil. 73 or 74 (3)
Fine Arts (2)	Language (4)	or 29 (3)	Relig. Stud. (3)
Language (4)	Phil. 60 (3)	Phil. 71 or 72 (3)	Science (3)
Phil. 25 (3)	Relig. Stud. 20 (3)	Pol. Sci. 15 (3)	Soc. Sci (3)
Phil. 62 (3)	Science 11 (3)	Science (3)	Elective (3)
		Soc. Sci (3)	
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Phil. 110 (3)	Phil. 115 (3)	Phil. 135 (3)	Phil. 136 or 164 (3)
Phil. u.d. (3)	Phil. 125 (3)	Phil. u.d. (3)	Phil. u.d. (3)
Relig. Stud. (3)	Fine Arts (2)	Electives, u.d. (10)	Electives (6)
Elective (3)	Elective (3)		Elective, u.d. (3)
Elective, u.d. (3)	Electives, u.d. (6)		

10—Introduction to Philosophy (3)

A basic orientation course treating of the principal problems of philosophy, such as knowledge, man, values, nature, God, etc. Presentation will be made in a logical and systematic way to show the student the consistency and coherence of the thinking process. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester.)

25—Logic (3)

A study of traditional logic as the science and art of correct thinking. A consideration of the concept and the term, the judgment and the proposition, and reasoning, both deductive and inductive. (Fall, every year.)

33—Philosophical Analysis (3)

The levels of human knowledge from suspicion to certainty and the kinds of evidence and arguments proportioned to them. Prerequisite: Philosophy 25 or consent of department chairman.

- 60—**Philosophical Psychology (3)**
A study of the fundamental principles and properties characteristic of living corporeal beings, with emphasis on the basic activities, powers, and nature of man. (Every semester.)
- 62—**Philosophy of Nature (3)**
An investigation of nature's most general characteristics. The method of natural science, the problem of becoming. Relations between the inquiries of early and modern physicists. (Fall, every year.)
- 71—**Ancient Philosophy (3)**
The Pre-Socratics to St. Anselm. A survey. (Fall, 1974.)
- 72—**Medieval Philosophy (3)**
St. Anselm to Descartes. A survey. (Fall, 1974.)
- 73—**Modern Philosophy (3)**
Descartes to Engels. A survey. (Spring, 1975.)
- 74—**Contemporary Philosophy (3)**
Engels to the present. A survey. (Spring, 1974.)
- 100—**Aesthetics (3)**
A study of the beautiful, especially as created by man. An inquiry into the nature of art, its relation to the powers and activities of man, its evaluation. (Fall, 1974.)
- 110—**Metaphysics (3)**
A study of the fundamental principles and properties of finite beings. An examination of changing realities and their existence, of limitation, analogy, causality, unity, truth, good. (Fall, every year.)
- 115—**Philosophy of Knowledge (3)**
The problem of the validity of human knowledge. A critical evaluation of its truth and certitude. Comparison of various epistemological positions. Prerequisites: Philosophy 25, 60, 110 or consent of department chairman. (Spring, every year.)
- 120—**Philosophy of Being and God (3)**
A study of the fundamental properties and relationships of limited, changing beings considered simply as existing realities. Involves a further inquiry into the question of God's existence and activities as the infinite Reality necessary for their presence. (Fall, 1974.)
- 125—**Philosophy of God (3)**
An intensive study of the existence and nature and operations of God. Includes an inquiry into the problem of divine providence and human freedom. Prerequisite: Philosophy 110 or consent of department chairman. (Spring, every year.)
- 130—**Ethics (3)**
A study of the general principles of ethics, and of their application to the different types of human conduct. (Every semester.)

- 135—**Principles of Ethics (3)**
A study of the general principles of ethical conduct. Objective and subjective norms. Freedom, responsibility, obligation, law, rights, conscience, habits. (Fall, every year.)
- 136—**Applied Ethics (3)**
A study of the applications of ethical principles to the different types of human conduct. Prerequisite: Philosophy 135. (Spring, every year.)
- 137—**Philosophy of Love (3)**
A course aimed at tracing the definition and understanding of love through the history of thought in order to obtain an understanding of this reality which claims such an important role in today's living. Classical, ancient, and contemporary thinkers are studied from many disciplines for a more comprehensive view of the topic.
- 143—**Major Ancient Schools (3)**
The early physicists, Platonism, Aristotelian philosophy, Stoicism, Epicurean thought. An intensive examination of one or more of these schools, focusing upon important representatives.
- 150—**Studies of Philosophical Method (3)**
A comparison of the philosophical methods studied in the basic courses with those advocated by thinkers like Descartes, Husserl, Bergson, Russell, etc.
- 151—**Studies in Natural Philosophy (3)**
A consideration of motion, time, place, etc. comparing the doctrine of the *Physics*, Books III and IV with parallel discussions in Galileo, Newton, and contemporary physicists.
- 152—**Studies of Man (3)**
A more detailed treatment of human knowledge, emotion, and choice, continuing the work of Philosophy 60. Review of traditional positions with reference to thinkers like Descartes, James, Freud, Sartre.
- 153—**Studies in Ethics (3)**
A discussion of major ethical questions, e.g., the nature of justice. Readings in thinkers like Mill, Kant, Sartre relating their views to positions considered in previous courses and to contemporary moral problems.
- 156—**Philosophy of Science (3)**
Examination of the discourse of experimental science with special emphasis on measurement, law, and theory. The relationship of mathematical physics and of biology to natural philosophy and to philosophical psychology.
- 157—**Major Medieval Schools (3)**
Jewish thought, Arabian philosophy, Augustinian philosophy, Thomistic philosophy, nominalism. An intensive examination of one or more of these schools, focusing upon important representatives.

158—Contemporary Arabian Philosophy (3)

A course in which attention will be focused on the great Arab thinkers of the nineteenth and twentieth centuries who have contributed to both Muslim and Christian philosophy in this cross-road of the world.

162—Modern Rationalism and Empiricism (3)

An intensive examination, focusing upon important representatives.

163—Modern Idealism (3)

An intensive examination, focusing upon important representatives. (Fall, 1974.)

164—Political Philosophy (3)

The nature and end of the state; relation of the individual's chief good to that of the state; the kinds of states, their institution, preservation, and destruction. Prerequisite: Philosophy 130 or 135. (Spring, 1975.)

172—Pragmatism (3)

An intensive examination, focusing upon important representatives. (Fall, 1974.)

173—Linguistic Philosophy (3)

An intensive examination, focusing upon important representatives.

174—Phenomenology and Existentialism (3)

An intensive examination, focusing upon important representatives. (Spring, every year.)

175—Process Philosophy (3)

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing, developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers. The objective to be achieved is an in-depth view of the philosopher's concept of reality, man, and God, and their inter-relationships.

178—Philosophy of Education (Education 178) (3)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, methodology, and an assessment of their social and educational significance.

181—Symbolic Logic (Mathematics 181) (3)

An introduction to symbolic logic. Simple operations of the Boolean Algebra. Classical logic from an axiomatic basis. (Spring, every year.)

PHYSICAL EDUCATION

While not required, Physical Education is offered to both men and women students.

Activity credit (one-half unit per semester) is available to students for participation in intramural sports or physical education and recreational activity classes organized by the university. In addition, students may earn one unit of credit per semester for participation in intercollegiate athletics. A maximum of four units of activity or intercollegiate athletics credit may be counted toward graduation.

- 1—Activities (one-half unit each semester)
Participation in team sports. May be repeated. (Every semester.)
- 10—Intercollegiate Competition in Baseball (1)
Participation in athletic competition. May be repeated. (Spring.)
- 20—Intercollegiate Competition in Basketball (1)
Participation in athletic competition. May be repeated. (Fall or Spring.)
- 30—Intercollegiate Competition in Golf (1)
Participation in athletic competition. May be repeated. (Spring.)
- 40—Intercollegiate Competition in Tennis (3)
Participation in athletic competition. May be repeated. (Spring.)
- 70—Intercollegiate Competition in Football (1) (Fall.)

PHYSICS

Ray H. White, Ph.D.

Chairman, Department of Science and Mathematics

Gerald N. Estberg, Ph.D.

Edward B. Warren, M.S.

In the field of Physics, the University of San Diego offers a program leading to a bachelor's degree in physics, which provides the major with an undergraduate preparation in physics for either continued graduate study or immediate employment in physics and related fields.

The University offers a two-year program for pre-engineering students and for those who have not definitely decided on a specific science major. (See following page for a complete description of this program.) Faculty and students in the Department of Physics participate in an environmental studies program. This is an interdisciplinary program including all of the science areas (contact Dr. Estberg for additional details).

The Major:

The student must satisfy all general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: Physics 21, 22, 50; Mathematics 50, 51, 52; Chemistry 10A-10B.

The Major: The twenty-four units of upper division work must include Physics 100, 101, 124, 125, 126, 127, 180, 181.

A Minor in Mathematics is required for the Physics Major.

Students expecting to attend graduate school are advised to take additional course work in mathematics and as many as possible of the following elective courses in physics: Physics 16, 190, 191, 199. These courses would be taken during the junior and senior year.

It is also recommended that students fulfill as many of the non-science general education requirements as fit into the schedule during the freshman and sophomore year.

The following program of study fulfills the minimum requirement for a Bachelor of Science degree in physics. If the student is not prepared to take Mathematics 50 in the Fall of the freshman year, it would be preferable to take Mathematics 11 and 12 the summer preceding the freshman year. It would be possible, but difficult, to take Mathematics 11 and 12 in the fall of the freshman year and still begin Physics 50 in the Spring of the freshman year.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Physics 21 (3)	Physics 50 (4)	Physics 100 (4)	Physics 101 (3)
Physics 22 (1)	English 22 (3)	Math 52 (4)	Physics 180 (3)
English 21 (3)	Math 51 (4)	Chem. 10A (4)	Chem. 10B (4)
Math 50 (4)	Relig. Stud. 20 (3)	Rel. Stud. (3)	Phil. 60 (3)
Phil. 10 (3)	Pol. Sci. 15 (3)		English 23 or 28 or 29 (3)
Junior Year (1)		Senior Year (1)	
Semester I	Semester II	Semester I	Semester II
Physics 124	Physics 125	Physics 124	Physics 125
or 126 (3-4)	or 127 (3-4)	or 126 (3-4)	or 127 (3-4)
Math u.d. (3)	Math u.d. (3)	Language, if	Phil. selective (3)
Language (4)	Language (4)	needed (4)	Religious Studies,
Physics 181 (3)	Phil. 130 (3)	Fine Arts (2)	u.d. (3)
Soc. Sci (3)	Soc. Sci. (3)	Elective (5)	Fine Arts (2)
			Elective (3)

The Minor:

The 18 units required for a minor in Physics must include at least 6 upper division units, and should normally include Physics 50 and 100.

PRE-ENGINEERING PROGRAM

Program Advisor: Gerald N. Estberg

This two-year program provides the student with a basic background in the physical sciences and mathematics.

The student who successfully completes this program can transfer to an engineering school at the end of his sophomore year. The successful student will be guaranteed admission to the University of Notre Dame and Loyola University (Los Angeles) as a junior engineering major. Under this plan it is possible for the

student to complete his bachelor's degree in Mechanical, Civil, or Electrical Engineering in two additional years at Loyola University; he can complete his degree in Aerospace, Electrical and Civil Engineering, Mechanical, Materials Science, and Engineering Science in two additional years at the University of Notre Dame. Most other major engineering schools have similar programs into which the student can transfer, with junior status, after two years.

Two-year Pre-Engineering Program

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Physics 21 (3)	Physics 50 (4)	Physics 100 (4)	Physics 16 (3)
Physics 22 (1)	Math 51 (4)	Physics 181 (3)	Physics 101 (3)
Math 50 (4)	English 22 (3)	Math 52 (4)	Physics 180 (3)
English 21 (3)	Relig. Stud. 20 (3)	Chem. 10A (4)	English 23 or 28
Pol. Sci. 15 (3)	Economics 1 (3)	Phil. 10 (3)	or 29 (3)
			Chem. 10B (4)

16—Computer Fundamentals (3)

A development of the basic principles of analog and digital computers. Two lectures and one three-hour laboratory per week. Prerequisites: Math. 11 or the equivalent. (Spring, 1975.)

21—Introduction to Modern Physics (3)

An introductory survey of modern physics. The purpose of this course is to acquaint the student with the fundamental concepts which have unified man's view of the physical world. Particular emphasis will be placed on the atomic and subatomic structure of matter. Three lectures per week. (Fall, every year.)

22—Introduction to Modern Physics Laboratory (1)

Students will perform experiments illustrating the ideas presented in Physics 21. One laboratory weekly. Prerequisite: Concurrent registration in Physics 21. (Fall, every year.)

42—General Physics I (4)

A study of the fundamental principles of mechanics, and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: concurrent registration in Math. 14 or 50. (Fall, every year.)

43—General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Spring, every year.)

50—Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: concurrent registration in Math. 50. (Spring, every year.)

100—Introduction to Electricity and Magnetism (4)

A study of the fundamental principles of classical electricity and

- magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: concurrent registration in Math. 51, Physics 50. (Fall, every year.)
- 101—Introduction to Thermodynamics and Statistical Mechanics (3)**
A survey of Thermodynamics and statistical Mechanics and an introduction to Quantum Statistical Mechanics. Three lectures per week. Prerequisites: Math. 52, Physics 100. (Spring.)
- 124—Electromagnetic Theory I (3)**
A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 100, Math. 52. (Fall, 1974.)
- 125—Electromagnetic Theory II (3)**
Applications of Maxwell's equations in areas such as optics, plasma physics, superconductivity, electrodynamics. Three lectures per week. Prerequisite: Physics 124. (Spring, 1975.)
- 126—Advanced Modern Physics (4)**
An introduction to quantum mechanics and application to atomic, nuclear, and elementary particle physics. Four lectures per week. Prerequisites: Physics 100, Math. 52. (Fall, 1975.)
- 127—Analytical Mechanics (4)**
Statics and dynamics are developed using vector analysis; the Hamiltonian, and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 100, Math. 52. (Spring, 1976.)
- 180—Electrical Measurements (3)**
Development of the fundamental principles of analysis of electrical circuits and of the application of electrical measuring instruments. Two lectures and one laboratory per week. Prerequisites: Physics 50, concurrent registration in Physics 100. (Fall, 1974.)
- 181—Electronics (3)**
Experiments in electronics for scientists. Two lectures and one laboratory per week. Prerequisites: Physics 50, 100. (Fall, 1975.)
- 190—Special Topics I (3)**
Topics chosen by the instructor in areas such as thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, nuclear and elementary particle physics. Three lectures per week. Prerequisites: Physics 100 and consent of the instructor.
- 191—Special Topics II (3)**
(Same description as Special Topics I) Prerequisites: Physics 100, and consent of the instructor.
- 199—Research (1-4)**
An undergraduate research problem in experimental or theoretical physics or research participation in environmental studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Ernest N. Morin, Ph.D., Chairman,
Department of History and Political Science

John S. Chambers, Ph.D. Cand.

James W. Hottois, Ph.D.

Herschel A. House, B.S.

Donald H. Lintz, J.D.

Gabriela S. Meyers, Ph.D.

Gilbert L. Oddo, Ph.D.

A. Paul Theil, Ph.D.

The Political Science major prepares the student for graduate study in the field as well as for entering such career fields as government (the largest employer in the United States), teaching, journalism, law, and foreign service (with industry as well as government).

Preparation for the Major: Political Science 1, 3, 15.

The Major: Twenty-four units of upper division work to include Political Science 110, 112, and six units (2 courses) each from 3 of the following areas:

American Institutions

103, 113, 116, 117, 118, 160, 167, 170, 174, 175, 178.

Comparative Government

140, 150, 180, 181, 186, 190, 192 194.

International Relations

117, 120, 121, 125, 127, 133, 156, 178.

Public Administration

101, 102, 103, 113, 167.

The Minor: Political Science 1, 15, 112, and nine upper division units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 21 (3)	Pol. Sci. 1 (3)	Pol. Sci. 3 (3)	Relig. Stud. (3)
History 11 (3)	English 22 (3)	Economics 1 (3)	English 23 or 28
Language (4)	History 12 (3)	Language, if	or 29 (3)
Pol. Sci. 15 (3)	Language (4)	needed (4)	Phil. 60 (3)
Speech (2)	Phil. 10 (3)	Relig. Stud. (3)	Science (3)
		Science 11 (3)	Electives (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. 110 (3)	Pol. Sci. 112 (3)	Pol. Sci., u.d. (6)	Pol. Sci., u.d. (6)
Pol. Sci., u.d. (3)	Pol. Sci., u.d. (3)	Minor or	Phil. selective (3)
Relig. Stud. (3)	Phil. 130 (3)	electives (9)	Minor or
Minor or	Minor or		electives (6)
electives (3)	electives (6)		
Science (3)			

1—Scope and Method of Political Science (3)

The basic problem to be examined is self-definition of "politics" investigated on theoretical and practical grounds. Two broad approaches will be surveyed: traditional and behavioral. In the traditional vein, the unit of analysis will be the characteristic institution — "the state" and various theories as to the origin of it. The behavioral approach will rest on the individual and how he behaves politically. Concepts, terms, and vocabulary of political science will be covered. (Spring, every year.)

3—Comparative Government (3)

Comparative political study is to identify and describe similarities and differences in politics and to explain them in terms of common categories so that relevant comparisons are possible. Common categories will be supplied by the application of a structural-functional model of governments. (Fall, every year.)

15—Issues in American Politics and History (3)

An analysis of the origin, development, structure, and operation of national, state, and local government in terms of historic political issues. This course meets the State requirement in American history and political institutions. (Every semester.)

101—Principles of Public Administration (3)

General theory and practice of governmental administration at the national, state and local levels. Development and effectuating of policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society. (Fall, 1975.)

102—Public Finance (3)

Study of revenues and expenditures of federal, state, and local governments. Theories of taxation, borrowing, debt, deficit financing, budgeting, and inter-governmental relations. Prerequisites: Economics 1-2. (Fall, 1974.)

103—American Federalism (3)

A study of intergovernmental relations at the boundaries where all three levels of government operate in close proximity. Investigates the philosophy of intergovernmental relations and the coordination of Federal, State, and local action problems. (Fall, 1974.)

105—Statistical Analysis in Politics (3)

This course is designed to acquaint the student with the tools of political analysis and to develop an understanding of statistical description and inference. It is strongly recommended for students preparing for graduate work. (Spring, every year.)

110—Ancient and Medieval Political Theory (3)

The development of political theory from Thucydides, Plato, and Aristotle to the fourteenth century. Comparative treatment of political philosophers' attempts to define issues and apply reason to the governance of man, with concentration on normative and empirical theories on man, society, government, and related political concepts. (Fall, every year.)

112—Modern Political Theory (3)

Political theories and their application to the American system of government. Prerequisite: Pol. Sci. 110. (Spring, every year.)

113—Politics and Parties (3)

An examination of the origin, nature, structure and operation of American political parties and interest groups, and their role in the political process. (Fall, 1974.)

116—Political Participation (3)

This course is designed to include both a strong theoretical orientation to the planning and execution of election strategy and tactics, and a practical application phase during which students work with candidates vying for public office. It will combine classroom lectures and discussions and an opportunity to participate in the election process and will be offered in the fall semester of election years. (Fall, even numbered years.)

117—Contemporary American Problems (3)

The economic, political, and social problems in our society as these confront our government and decision-makers and form the background for political action. Includes the evolution of these problems and the interlocking of political, social, and economic factors. (Spring, 1975.)

118—The American Presidency (3)

An analysis of the principal institutions, functions, and problems of the presidency and the federal executive branch. Attention is given to presidential leadership, staffing, executive-legislative relations, policy information and electoral policies. (Fall, 1975.)

120—International Politics (3)

A study of political relations among nations to include national goals, diplomacy, struggles for power, war, etc. Theories looking to significant patterns in world politics are analyzed and discussed. (Fall, 1975.)

121—International Crises (3)

Causes and analysis of inter-state tensions since World War II. (Fall, 1974.)

125—International Organizations (3)

The structures and purposes of international organizations: the United Nations, SEATO, NATO, CENTO, the Warsaw Pact countries, the Colombo Plan countries, and the Organization of American States.

127—International Law (3)

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court. (Spring, 1975.)

133—International Economics (3)

Study of the bases and patterns of international trade of goods, services and capital movements. Theories of international economics,

foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1-2.

140—Politics of South-South East Asia (3)

Political institutions and politics of selected states from among India, Pakistan, Ceylon, Kashmir, Bhutan, Sikkim, Nepal, Burma, Cambodia, the Koreas, the Vietnams, Laos, Thailand, the Philippines, or Indonesia. Sketches the growth of selected states and the problems and significance in the modern state system. (Spring, 1975.)

150—Politics in Great Britain (3)

Political institutions and politics in the United Kingdom; the constitution, cabinet, parliament, parties and elections, foreign policy, economic problems, etc. Deals mainly with today's activities. (Spring, 1976.)

156—Western European Integration (3)

A study of the evolution, structure, and functioning of the integrative organizations of the Western European nations in the fields of economics, foreign policy, politics, and social reform. (Spring, 1976.)

160—Political Dynamics (3)

An introduction to the contribution of the behavioral sciences to understanding how the individual behaves in politics. Political socialization, political orientation and political participation are explained as manifested in formation of attitudes, public opinion, group organization and political power. The possibility of developing a science of politics is examined and examples of quantitative and qualitative research methods are described. (Fall, 1975.)

167—Administrative Law (3)

Analysis of the functions of regulatory agencies such as the ICC, FTC, Maritime and others. Their impact upon the public and upon Congress. Practical considerations in the administration of federal law and policies. Administration regulations and quasi-judicial powers. (Spring, 1976.)

170—American Jurisprudence (3)

The nature and function of American law particularly as it relates to political issues and to society. (Fall, 1975.)

174—The Courts and Civil Liberties (3)

A study of the role of law and judicial interpretation in the evolution of solutions to problems of freedom of expression, association, and conscience, etc. Also, the development of procedural rights at all court levels. (Fall, 1974.)

175—Recent Supreme Court Decisions (3)

An analysis of the impact of recent Supreme Court decisions on politics, minority rights, law enforcement, and the structure of the government. (Spring, 1975.)

178—Contemporary American Foreign Policy (3)

Problems and issues of current import in American Foreign Policy. The focus is on the decision-making process and the impact of the domestic and international environment on that process. (Fall, every year.)

180—Politics in the USSR (3)

Czarist Russia from 1860. The fall of Czarism and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political and economic relations with other states. (Spring, 1976.)

181—Politics in Eastern Europe (3)

An analysis of the historical, philosophical, and institutional aspects of the politics. The political relations of the countries with the USSR and significant changes in the relations with the West since World War II. (Fall, 1974.)

186—Politics in Latin America (3)

Government institutions and political processes of selected Central and South American countries. Includes the historical, geographical, economic, social, and cultural factors that have contributed to present political postures. Countries of major emphasis will be specified. The course may be repeated if the emphasis is changed. (Every semester.)

190—Politics of China and Japan (3)

A structural-functional analysis of China and Japan in terms of political culture, power, interests, policies, and religions. Emphasis on the policies and problems following World War II, and relationships with other states in the region. (Fall, 1975.)

192—Politics in the Middle East (3)

Comprises a description of the political institutions of the Arab states and the historical background of Arab nationalism. There will be an investigation of the Arab view on regional organization and its impact on functional integration and regional security and the attendant problems of the Arab states in international politics and the Palestine problem.

194—Politics in the African States (3)

The institutions and problems of the non-Mediterranean African states to include current economic and political groupings and the problems posed by arbitrarily set national boundaries and participation in international politics.

199—Directed Reading or Research (3)

Advanced individual study in the areas listed below. This course is open only to Junior or Senior Political Science majors with a grade point average in political science courses of 3.3 or higher. It may be repeated for credit once only though not in the same area. (Any semester by arrangement.)

Areas:

Public Administration. Prerequisite: 101
American Institutions. Prerequisite: 15
International Relations. Prerequisite: 120 or 178.
Comparative Politics. Prerequisite: 3

199H—Senior Honors Project in Political Science (1-6)

Objective

To allow qualified Political Science majors to write a thesis on a pertinent subject selected by the student in consultation with a department faculty member for which up to 6 units of credit will be given in the senior year.

Procedure

Applicants must have an overall University grade point average of at least 3.0 and a minimum grade point average of 3.5 in political science courses.

Application for admission to the Honors Project should be made in the Spring semester of the Junior year and students admitted to the program will be notified after the Spring semester grades are known.

Students must submit a thesis acceptable to the faculty of the Political Science department and the thesis advisor, such thesis to be equal in length and research quality to that normally submitted for the masters degree.

Note: For graduate courses in Political Science, see Graduate Division Bulletin.

PSYCHOLOGY

Gerald Sperrazzo, Ph.D., Chairman,
Department of Behavioral Sciences

Doris Durrell, Ph.D.

Barry Michael Haney, Ph.D.

Daniel D. Moriarty, Ph.D.

A. John Valois, Ph.D.

Mary Jane Warren, Ph.D.

The objective of the program in Psychology is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare.

Plan A equips the psychology major with the prerequisites for successful graduate study in psychology.

Plan B is offered for students whose interests lie in related fields where a basic grounding in psychological knowledge is desirable; such fields as the ministry, primary and secondary education, social work, law, business, personnel, and optometry.

Preparation for the Major:

Plan A: Psychology 1, 2, and 60; Mathematics 1 or 8; English 175.

Plan B: Psychology 1, 2, and 12; general education requirements in science.

The Major: Plan A:

(Preparation for Graduate Work)

The 24 units of upper division work must include Psychology 107 (History and Systems); 109 (Development Psychology); 119 (Psychological Testing); and 160 (Experimental Psychology).

The Major: Plan B:

(Liberal Arts)

The 24 units of upper division work must include Psychology 109 (Development Psychology) or for credential candidates, a substitution approved by the department; 145 (Social Psychology); 152 (Introduction to Methods of Counseling); 107 (History and Systems) or 131 (Theories of Personality).

The Minor:

The total of 18 units must include Psychology 1 and 2 in the lower division and at least three upper division courses including Psychology 107 or 131.

Recommended Program of Study

PLAN A			
Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Psychology 1 (3)	Psychology 2 (3)	Psychology 60 (3)	Science 14 (3)
English 21 (3)	English 22 (3)	Science 13 (3)	Mathematics 1 or 8 (4 or 3)
Language (4)	Language (4)	Language, if needed (4)	Pol. Sci. 15 (3)
Phil. 10 (3)	Science 11 (3)	English 23 (3)	Relig. Stud. (3)
Fine Arts (2)	Relig. Stud. 20 (3)	Phil. 60 (3)	Fine Arts (2)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)
Phil. 130 (3)	Relig. Stud. u.d. (3)	Phil. u.d. (3)	Electives, u.d. (6-9)
English 175 (3)	Electives, u.d. (7)	Elective, u.d. (6)	
Elective u.d. (3)			

PLAN B

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Psychology 1 (3)	Psychology 2 (3)	Psychology 12 (3)	Pol. Sci. 15 (3)
English 21 (3)	English 22 (3)	Language, if needed (4)	Relig. Stud. (3)
Language (4)	Language (4)	Science 13 (3)	Fine Arts (2)
Phil. 10 (3)	Science 11 (3)	English 23 (3)	Science 14 (3)
Fine Arts (2)	Relig. Stud. 20 (3)	Phil. 60 (3)	Electives (3)
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)
Phil. 130 (3)	Electives, u.d. (7)	Phil. u.d. (3)	Electives, u.d. (9)
Elective, u.d. (6)	Relig. Stud. (3)	Electives u.d. (6)	

1—Introductory Psychology (3)

General education course in psychology. Emphasizes concepts relating to an understanding of human behavior. Includes growth and development, measurement, intelligence, personality and behavior disorders. (Meets the credential requirement in general psychology.) (Every semester.)

2—Introductory Experimental Psychology (3)

Study of basic principles of psychology with emphasis on experimental aspects. Topics include motivation, sensation, perception, learning, thinking, and statistics. Recommended for those planning additional work in the field. Two hours of lecture and two hours of laboratory work weekly. Prerequisite: Psychology 1. (Every semester.)

12—Psychology of Personal and Social Adjustment (3)

The development of the normal personality. Examination and interpretation of the factors which help an individual to understand himself and adapt to the social world about him. (Fall, every year.)

60—Statistical Methods (3)

An introduction to the use of statistics with emphasis on measures of central tendency and variability, statistical inference, sampling theory, confidence limits, tests of significance, chi-square and correlation. (Fall, every year.)

105—Advanced Statistics (3)

Continued study of quantitative methods in psychology with particular emphasis on methods of correlation analysis, non-parametric statistics and analysis of variance. Prerequisite: Psychology 60. (Spring, 1976.)

107—History and Systems of Psychology (3)

A survey of the historical background of modern psychology with consideration of the major theories and systems. Prerequisite: six upper division units in Psychology or consent of the instructor. (Fall, 1974.)

108—Motivation (3)

Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. Prerequisite: Psychology 1 and 2. (Fall, 1975.)

109—Developmental Psychology (3)

Study of growth and development of the normal individual from conception through childhood, adolescence, maturity, and old age. Influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual's life. (Fall, 1975.)

110—The Psychology of Learning (3)

A study of the growth and development of the learner, and of the learning process, including principles of learning and their application to classroom situations, remembering and forgetting, transfer of learning, maturation, motivation, and individual differences in the processes of educational development. The selection, administration, scoring, and interpretation of psychological tests will also be considered. Prerequisite: Psychology 1 and 2. (Spring, 1975.)

111—Child Psychology (3)

A study of the physiological and psychological aspects of child development emphasizing current research in child psychology as well as a consideration of the major theories and models of child development. Prerequisite: Psychology 1 and 2. (Fall, 1975.)

112—Adolescent Psychology (3)

The study of the physical, intellectual, social, and emotional aspects of the adolescent life. Prerequisite: Psychology 1 or 2. (Spring, 1975.)

119—Psychological Testing (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1, 2 and 60.

131—Theories of Personality (3)

Theories and principles of personality with emphasis on their scientific study and application to the problems of adaptation. Prerequisites: six upper division units in Psychology. (Spring, 1976.)

135—Issues in Human Learning (3)

Explorations into the course of cognitive growth, the acquisition of language, problems of motivation, uses and abuses of measurement in learning, creativity and conformity, cultural deprivation and learning. Prerequisite: Psychology 1.

145—Social Psychology (3)

Group behavior and group membership, socialization of the indi-

vidual processes of social interaction with critical analysis of psychological factors in major social problems including attitudes, opinions, propaganda, and cultural group processes. Prerequisite: Psychology 1 or 2.

146—Human Relations (3)

An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving inter-personal relationships.

152—Introduction to Methods of Counseling (3)

Introduction to problems and methods of counseling. Developments, techniques, and basic issues in counseling. Prerequisite: Six upper division units in Psychology.

160—Experimental Psychology (4)

Lectures and experiments applied to the areas of sensation, perception and psychophysics. Three lectures and one laboratory period weekly. Prerequisite: Psychology 1 and 2.

161—Advanced Experimental Psychology (4)

Lectures and experiments applied to the areas of animal learning and human verbal learning. Three lectures and one laboratory period weekly. Prerequisite: Psychology 1 and 2.

163—Comparative Psychology (3)

The comparative study of the behavior of a number of species of animals. Consideration of differences and similarities, in relation to the biology of the species, will provide new insight into problems of the causation, function, and evolution of behavior.

165—Physiological Psychology (3)

The course is designed to provide the student with an understanding of the structural, morphological, and biochemical aspects of neural, sensory, and motor functions and the physiological correlates of motivation, learning and memory, psychopathology, and intelligency. Prerequisites: Psychology 1 and 2 or consent of instructor.

167—Behavioral Disorders of Childhood (3)

This course will examine the causes of emotional disorders in childhood, and the effective methods of treatment for childhood disorders. Prerequisite: Psychology 1 or 2.

168—Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological, psychological and sociological factors involved. Prerequisite: Six upper division units in Psychology. (Spring, every year.)

170—Introduction to Clinical Assessment (3)

This course is designed to provide an introduction to diagnostic devices used in psychology to assess clinical problems. Emphasis will be placed upon the integration of diagnostic information for purposes of evaluation and prediction of individual behavior. Prerequisite: Psychology 119 and 168.

175—Attitudes and Attitude Change (3)

A study of the nature of attitudes and the dynamics of attitude change. Emphasis will be placed upon the implications of current research in such areas as cognitive dissonance, information integration, and self-perception. Prerequisite: Psychology 1 or 2.

185—Humanistic Problems in Psychology (3)

The study of the scientific-humanistic approach to the study of man. Problems in the psychology of values, religion, alienation, self actualization, and individuality will be considered. Prerequisite: Six upper division units in Psychology.

197—Contemporary Psychological Problems (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary problems in psychology. These will be in depth investigations of limited scope of special concern to the instructor. May be repeated once with different topic. Prerequisite: Junior standing and consent of the instructor.

198—Practicum (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units, but restricted to one (1) unit per semester. (Every semester.)

199—Special Study (3)

Individual study including library or laboratory research and written reports. Prerequisite: senior standing in psychology and consent of the instructor. (Every semester.)

For graduate courses in psychology, see Graduate Division Bulletin.

RELIGIOUS STUDIES

Reverend Norbert J. Rigali, Ph.D., Chairman

Reverend Laurence P. Dolan, Ph.D. Cand.

Rabbi Joel S. Goor, M.A.

Reverend Dennis W. Krouse, S.T.D.

Reverend Jack Lindquist, B.D.

Reverend Joseph T. McDonnell, M.A.

Raymond Olin Ryland, Ph.D.

Delwin B. Schneider, Ph.D.

The Department of Religious Studies is founded on two principles. First, the study of religion is part of a person's total liberal education. Secondly, because it is a Catholic institution, the University of San Diego is committed in a special way to the academic study of Christian theology. The major in Religious Studies is a concentration in the understanding of the Catholic tradition of theology in relation to other Christian traditions and other religions.

Preparation for the Major: Religious Studies 21, 22, 25, and three elective units.

The Major: Religious Studies 130 or 135 or 140, 150, 175, 180, and twelve upper division elective units.

The Minor: Religious Studies 20, 25, 130, 150, and six elective units.

20—Introduction to Scripture (3)

The formation, literary forms, historical character, and major themes of the Old and New Testaments.

21—Understanding the Old Testament (3)

A systematic investigation of the theological content of the Old Testament in the light of its historical context and literary structures.

22—Understanding the New Testament (3)

A systematic investigation of the theological content of the New Testament in the light of its historical context and literary structures.

25—Contemporary Understanding of Christ (3)

A biblical and contemporary analysis of the person of Christ and man's relationship to Him through grace.

40—Christian Anthropology (3)

A biblical exploration of man's position in the universe, understood by examining his relation to his Creator and the rest of the created world. The primacy and dignity of man as a person.

65—Introduction to Worship (3)

An historico-theological consideration of the divine and human elements manifested in Christian worship from its origins to the post-Vatican II implementations. Preconditions for, and principles of, effective participation and creativity in liturgical worship.

70—To Believe or Not to Believe (3)

A discussion-oriented course surveying contemporary crises of faith, modern approaches to Christianity and the Christian Faith re-stated in the Twentieth Century.

90—Christian Liberation (3)

An exploration of the relationship between continuing redemption of Christ and certain sociological movements for the liberation of men from oppressive and dehumanizing conditions.

105—The Bible and the Arts (3)

A course of readings and discussion which explores the major Biblical documents from an historical-critical perspective and the impact of these texts on the literary mind of Western man from ancient to modern times.

- 110—**History of Eastern Religions (3)**
A study of selected Eastern religions. Chinese and Japanese religions and Islam and their points of contact with Christianity.
- 115—**World Religions—Hinduism (3)**
A historical and systematic study of Indian's religion from the Vedic revelation to the modern theologians with special emphasis on points of contact between Hinduism and Christianity.
- 120—**World Religions—Buddhism (3)**
A systematic study of the life and teaching of Gautama and an investigation of Buddhism in India, Southeast Asia, China and Japan with special emphasis on Christianity's contemporary response to it.
- 130—**Contemporary Moral Theology (3)**
A study of recent theological approaches to understanding the foundations of Christian morality.
- 135—**Fulfillment in Marriage (3)**
A theological study of Christian marriage based upon biblical, historical and contemporary perspectives. Guided reading, discussions, lectures.
- 140—**Christian Social Ethics (3)**
A study of major social issues, such as war and peace, developing nations and poverty, in the official teachings of the Church and in major theologians.
- 145—**The Ecumenical Movement: Growth Toward Christian Unity (3)**
Theological trends in major non-Roman Catholic denominations. Guest lecturers from these denominations.
- 150—**Contemporary Theology of the Church (3)**
What does it mean to be a Catholic Christian in the modern world? An investigation of this question is made through a study of contemporary ecclesiological themes.
- 175—**The Presence of God in the World (3)**
A study of the Christian theology of grace and the Trinity. New Testament teachings are examined in relation to contemporary perspectives.
- 180—**The Sacraments of Initiation (3)**
A historicotheological study of the Christian sacraments of Baptism, Confirmation and Eucharist. Contemporary theological developments from the Second Vatican Council.
- 185—**The Sacraments of Christian Living (3)**
The encounter with Christ in the sacraments of Matrimony, Holy Orders, Penance and Anointing of the Sick. Practical considerations for the contemporary Christian.

SCIENCE

Interdepartmental Course for Non-Science Majors

11-12—Physical Science I and II (3-3)

- I: This course is intended to acquaint the student not majoring in the sciences with some of the basic concepts of physical science. Several examples of the implications of these ideas as they are applied through technology and their importance to the non-scientist will be considered. Lectures, discussions, demonstrations. (Every semester.)
- II: The concepts developed in Physical Science I will provide the basis for further consideration of phenomena which are observed in nature. Representative topics might include pollution problems and the chemistry of life processes. Lectures, discussions, demonstrations. Prerequisite: Science 11. (Every semester.)

13-14—Life Science I and II (3-3)

- I: Fundamental concepts underlying modern biology. Origin and nature of life; energy utilization; how life perpetuates and adapts itself to the changing world. Two lectures, one 3-hour laboratory weekly. Prerequisite: Science 11. (Every semester.)
- II: Examination of the evolution and diversity of life on earth. The interactions of organisms and their environment, structure, and function. Biology of the human organism. Two lectures, one 3-hour laboratory. Prerequisite: Science 13. (Every semester.)

21—Physical Science (Physics 21) (3)

This course is intended to serve as an honors level presentation of Science 11. (Students electing this course to fulfill their General Education Physical Science Requirement and wishing to elect a laboratory in the Physical Sciences should consider taking Physics 22.) An introductory survey of modern physics. This course is to acquaint the students with the fundamental concepts which have unified man's view of the physical world. Particular emphasis will be placed on the atomic and subatomic structure of matter. Three lectures per week. (Fall, every year.)

SOCIOLOGY

Edward Armstrong, Ph.D.
Janet Jensen, Ph.D.

Preparation for the Major: Sociology 1 (prerequisite for upper division courses); Economics 1 or 2; Anthropology 10; Psychology 1, Sociology 60 (Statistics), Sociology 90.

The Major: The programs in Sociology are designed to prepare students for graduate work in this discipline, and/or for advanced study in

related fields of health, education, probation, welfare, and urban studies.

Requirements: 24 hours of upper division courses in Sociology, to include: Sociology 122 or 123, 124, 150, and 161.

Strongly recommended: One full year of Sociological Theories (122 and 123); and, *both* Sociology 145 and 161.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Sociology 1 (3)	English 22 (3)	Sociology 60 (3)	Phil. 60 (3)
English 21 (3)	Language (4)	English 23 or 28 or 29 (3)	Sociology 90 (3)
Language (4)	Psychology 1 (3)	Language 3, if needed (4)	Relig. Stud. (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	Science 11 (3)	Science (3)
Fine Arts (2)	Fine Arts (2)	Economics 1 (3)	Anthro. 10 (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Sociology 124 (3)	Sociology 122 or 123 (3)	Sociology 150 or 145 (3)	Sociology 161 (3)
Sociology u.d. (3)	Sociology u.d. (3)	Sociology u.d. (3)	Sociology u.d. (3)
Phil. 130 (3)	Relig. Stud. u.d. (3)	Phil. selective (3)	Electives u.d. (6)
Science (3)	Minor or electives (6)	Minor u.d. or electives (6)	Elective (4)
Pol. Sci. 15 (3)			

1—Introductory (3)

Basic concepts of sociology, groups, social processes, status-role, society; behavior patterns, social institutions, culture, social change. (Every semester.)

60—Statistical Methods (3)

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation. (Fall, every year.)

90—Sociological Theory Construction (3)

A study of the construction of sociological theories: the construction of concepts; the development of models; the characteristics of propositions and hypotheses. Emphasis is placed in giving the student a *sound* foundation for comprehending and managing all major areas of sociology, both on a theoretical and on an applied basis. (Spring, every year.)

105—Advanced Statistics (3)

Continued study of quantitative methods in social science with particular emphasis on methods of correlation analysis, non-parametric statistics and analysis of variance. Prerequisite: Sociology 60. (Spring, 1974.)

118—Population Problems (3)

An analytical study of the size, territorial distribution, and composition of population in selected societies; of changes therein, including migration, migratory trends, and social mobility. Consideration is also given to fertility problems and their relationship to social structure, social institutions, and socio-economic changes. Emphasis is placed on two major spheres: the world population — prospects and problems; and the American population scene — problems and prospects. (Fall, 1974.)

122—Early Sociological Theories (3)

Development of sociological theories from Comte to Max Weber. Prerequisite: upper division standing. (Spring, 1974.)

123—Modern Sociological Theories (3)

Development of sociological theories from Weber to contemporary European and American sociologists. Prerequisite: upper division standing. (Spring, 1975.)

124—Methods of Social Research (3)

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research designs, empirical methods, and the special problems of measurements, analysis, and interpretation are stressed. (Fall, every year.)

130—America's Minorities (3)

Minority status in past and present American society. Contacts and conflicts. Prejudice and discrimination. Possibilities of resolution by tolerance and cooperation. (Spring, 1974.)

131—Migrants and Minorities and Assimilation (3)

An introduction to the field of assimilation theory and research relative to minority and migrant ethnic groups, with particular attention to the patterns and problems of assimilation among different, racial, national, religious, and socio-economic groups in the United States. Consideration is also given to trends in resolution and to the role of major institutions in the assimilation process. (Spring, 1975.)

132—Mexican-Americans of the Southwest (3)

A in-depth study of the social structure, community, family life, and culture of the Mexican-American in the Southwestern United States, including his problems, prospects and contributions. (Fall, 1973.)

133—Black American Society

African origins, social slavery and emancipation. Contemporary Black social movements.

- 134—**Black Families and Communities (3)**
Black family life from slavery to the present. Community organizations and action programs. Ethnic consciousness. Problems of integration, separation, and cultural pluralism.
- 137—**Indians Yesterday and Today (3)**
Survey of reservation and non-reservation American Indians: their culture today. (Spring, 1975.)
- 145—**Social Psychology (3)**
An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership and collective behavior, are stressed.
- 146—**Youth Problems Today (3)**
Analysis of current social, economic, and psychological factors contributing to difficulties of adjustment in the transition period between childhood and adulthood. (Spring, 1975.)
- 147—**Criminal Behavior (3)**
Extent and characteristics of crime. Physical, mental, economic, and social causes. Penal discipline and parole. Field work with local agencies. (Fall, 1973.)
- 148—**Juvenile Delinquent Behavior (3)**
Nature, extent, and causes. Remedial measures in the home, school, juvenile courts, correctional institutions, and recreational agencies. Field work with local agencies. (Spring, 1974.)
- 150—**Social Structure, Organization, and Institutions (3)**
An analysis of the basic structure and organization of human society and its institutions, including the nature of social allocation and social power. Models of various societies are considered but emphasis is placed on the American scene. (Fall, every year.)
- 151—**Practicum in Social Organization (3)**
A living experience in entering into and solving problems of a model society. Active participation combined with sound theory. (Spring, every year.)
- 152—**Sociology of Religions (3)**
A preliminary introduction to and analysis of religion as a social institution, and of its relationship to other institutional spheres in a societal structure. Religion and religious institutions in various societies are considered, with major stress on those in American society. (Fall, 1974.)
- 153—**Sociology of Familial Institutions (3)**
A study of the family as a social institution, its structure, functions, interaction, and relationship to other social institutions. Emphasis is placed upon American families. (Fall, 1974.)
- 155—**Sociology of Welfare Institutions (3)**
Early to contemporary welfare policies in Western Europe and

United States. Structure and functions of welfare institutions. Welfare theories of Comte, Spencer, Sumner, Ward, and contemporary social scientists. (Spring, 1975.)

157—Classes, Power, Elites (3)

An introduction to the nature, characteristics, and functions of social stratification in human society, including analyses of status, social class, caste, power distribution, and formation of "elites." Particular attention will be paid to theory and research in social stratification and relevant areas. (Spring, 1974.)

161—Social Change (3)

An introduction to the nature, sources, characteristics, theories, and consequences of social change. Analysis is made of social change in varying societies, with major emphasis on change and its consequences for American society. (Every Spring.)

163—Urban Communities in Change (3)

An analysis of communities with special reference to changes in urban communities. (Fall, 1972.)

168—Social Disorganization (3)

A study of the dynamics and processes of social disorganization present in contemporary society. Courses include such areas as individual abnormal behavior, family community and world disorganization, and examines problems such as crime, prostitution, alcoholism, divorce, migratory worker problems, revolution, war, etc. (Spring, 1974.)

180—Sociology of Community Health (3)

An introductory course covering the major concepts of community health, its needs, problems, activities, and laws, including environmental sanitation, basic health problems, and community health resources and planning. A field survey and report of an actual community health problem is required of each student.

181—Organization, Administration, and Supervision in Health Institutions (3)

An introduction to the principles of organization, administration, and supervision in health institutions, with particular emphasis on employee counseling and guidance, organizational problems and alternative solutions in the areas of social work, community health, social welfare, and related health and medical fields. A field problem will be presented to each student for study and report. (Fall, 1974.)

185—Sociology of Aging (3)

Study of the sociological, psychological and cultural approaches and problems related to aging. Emphasis is placed on what it means to grow old in American culture. (Spring, 1975.)

197—Probation: Theory and Practice (3)

A field-oriented course in Probation Theory and practice. Students will have 1 hour of a lecture-seminar type class, together with ap-

proximately six hours a week of field experience with the San Diego County Probation Department under controlled supervision by Probation Officers. A written project study is required of all students. (Every semester.)

198—Field Experience in Community Development (1)

Practical experience in a field setting under professional supervision. Each student completes 40 hours of training and service in community development. (Every semester.)

199—Special Studies (1-3)

Individual study and written research. Prerequisite: consent of instructor. (Every semester.)

SPANISH

Sister Alicia Sarre, Ph.D., Chairman,
Department of Foreign Languages

William J. Freitas, Ph.D.
Graciela Miranda Graves, Ph.D.
Sister Marina Mapa, Ph.D.

The elementary and intermediate Spanish courses make intensive use of the language laboratory.

A background of Latin or another foreign language, (two years in high school or one year in college) is required of students majoring in Spanish.

Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12-15 units of lower division or equivalent).

The Major: The twenty-four units of upper division work should include Spanish 102.

The Minor: The eighteen units must include nine upper division units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
English 21 (3)	English 22 (3)	English 23 or 28	Pol. Sci. 15 (3)
History 11 (3)	History 12 (3)	or 29 (3)	Science (3)
Relig. Stud. 20 or	Phil. 10 or Relig.	Science 11 (3)	Relig. Stud. (3)
Phil. 10 (3)	Stud. 20 (3)	Phil. 60 (3)	Spanish (3)
Spanish (4)	Spanish (4 or 3)	Spanish (3)	Minor and/or
Electives (2-3)	Electives (2-3)	Minor and/or	electives (3)
		electives (4)	
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
	Religious Studies.	either year (3)	
Spanish (6)	Spanish (6)	Spanish (6)	Spanish (6)
Science (3)	Minor and	Minor and	Minor and
Minor and	electives (7)	electives (6)	electives (10)
electives (7)	Phil. 130 (3)	Phil. selective (3)	

- 1-2—Elementary (4-4)
Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation. (Every semester.)
- 3—Intermediate (4)
Complete review of grammar and syntax. Oral and written practice in idiomatic Spanish. Laboratory practice. Intermediate conversation and composition. (Every semester.)
- 4—Intermediate (3)
Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition. (Every semester.)
- 11-12—Elementary Spanish Conversation (2-2)
Intensive oral practice for beginners. (1974-1975.)
- 99—Advanced Conversation (2)
Intensive oral practice for students who have completed Spanish 3 or equivalent. (Spring, every year.)
- 101—Advanced Composition (3)
Oral and written practice in current Spanish idioms. (Spring, 1975.)
- 102—Civilization of Spain (3)
(Fall, every year.)
- 103—Introduction to Spanish Literature (3)
A survey of the main characteristics and masterpieces of the different periods of Spanish literature from the Middle Ages to the present. (Spring, 1976.)
- 104—Advanced Spanish Grammar (3)
An intensive study of Spanish Grammar: theory and practice. A comparison of the structure of English and Spanish. (Fall, 1974.)
- 110—Current Linguistics, Both Descriptive and Contrastive (3)
Knowledge of linguistics with focus on the practical side of teaching and learning a language. (Spring, 1975.)
- 112—Spanish Phonetics and Phonemics (2)
The sounds of Spanish and the Spanish phonemic system, with special attention given to the problems involved in the teaching of Spanish pronunciation to the English-speaking student. (Spring, 1977.)
- 121—The Middle Ages and Pre-Renaissance Periods (3)
From the origins to La Celestina. (Fall, 1974.)
- 122—The Renaissance (3)
The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; the origins of the theatre. (Spring, 1975.)
- 123—The XVII Century: Prose and Poetry (3)
Cervantes, Góngora, Quevedo, Gracián. (Fall, 1975.)

- 124—**The Spanish Theatre of the Golden Age (3)**
The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre. (Fall, 1975.)
- 125—**Neoclassicism and Romanticism (3)**
The XVIII Century: Erudition and criticism. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel. (Spring, 1976.)
- 126—**The Nineteenth Century: Postromanticism, Realism, and Naturalism (3)**
Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and "naturalista." (Fall, 1976.)
- 127—**Twentieth Century Spanish Literature (3)**
Spanish prose, poetry, and the theatre from the Generation of 1898 to the present day. (Spring, 1977.)
- 130—**History of the Spanish Language (3)**
An introduction to the history and development of the Spanish language. Historical Linguistics. (Fall, 1974.)
- 138—**Structural Linguistics (3)**
Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic and syntactic systems: Linguistic relationships. (Spring, 1978.)
- 143—**Mexican Literature (3)**
A study of masterpieces of Mexican literature, including Chicano works written in Spanish. (Summer, 1977.)
- 144—**Bilingual/Cross Cultural Approaches to Classroom Teaching (3)**
A course in bilingual/cross cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers. (Summer, 1976.)
- 145—**Survey of Spanish American Literature (3)**
A cursory study of the history and outstanding works of Spanish American literature. (Fall, 1974.)
- 146—**Contemporary Spanish American Literature (3)**
(Spring, 1975.)
- 147—**Spanish American Novel (3)**
An intensive study of the best fiction produced in Spanish America in the 20th century. (Fall, 1975.)
- 148—**The Spanish American Essay (3)**
Analysis and discussion of Spanish American thought as expressed in essay form from the 16th century to the present. (Spring, 1976.)
- 149—**Contemporary Spanish American Theatre (3)**
Study of the outstanding drama produced in Spanish America in the 20th century. (Intersession, 1975.)

150—Ibero-American Civilization (3)
(Fall, 1976.)

152—Contemporary Spanish American Poetry (3)
Modernismo, Vanguardismo, and the outstanding poets of today.
(Fall, 1975.)

199—Independent Study (1-3)

Note: For graduate courses in Spanish, see Graduate Division Bulletin.

SPEECH ARTS

B. R. Van Vleck, M.A.

The program in Speech Arts aims to offer every student the opportunity to attain the ability to communicate acceptably in oral English; to offer all students the opportunity to attain specific communicative skills and knowledge in the speech arts; to develop specific skills in listening and bodily utilization; to develop skills, techniques, and attitudes that inculcate proficiency in criticism, evaluation, appreciation, and interpretation of oral communication.

The Minor: The eighteen units of work should include Speech 1, 2, 4 and nine more units of upper division speech.

1—Fundamentals (2)

The fundamental principles of speech will be considered. Vocal communication, critical listening, speech preparation, and delivery are practiced. (Fall, every year.)

2—Articulation and Oral Reading (2)

Isolated General American sounds and pronunciation will be treated. Prose, poetry and dialogue will be read. (Spring, every year.)

4—Semantics and Communication (2)

A study of language. Words and their relationship to things will be considered. Symbol and signs: how we use them to communicate.

5—Speech Clinic (2)

For foreign students who need speech assistance, the hard of hearing, and students with speech problems. (By arrangement with instructor.)

40—Radio Speaking (3)

Techniques, equipment, terminology are studied. A closed circuit radio station is utilized. (Prerequisite: Speech 1 and 2 or consent of instructor.)

100—Public Speaking (3)

Advanced speech study, composition, and delivery will be offered. (Fall, 1974.)

120—Voice and Diction (3)

Advanced study of speech sounds, phonation, articulation, and methods and techniques of obtaining vocal quality and vocal variety. (Spring, 1975.)

150—Organized Methods of Discussion (3)

Study and practice at organized methods of group discussion. Emphasis on group dynamics and contemporary issues. (Spring, 1974.)

160—Advanced Oral Interpretation (3)

Interpretation of prose, poetry, and dramatic dialogue. (Spring, 1974.)

180—Speech for Teachers (3)

An in-depth consideration of the variety of communicative methods, techniques, and equipment that may be used by the classroom teacher to assist him and his students. For all levels of classroom teaching. (Interession, 1974.)

193—Speech and Language Development (3)

Survey of speech disorders, including problems of delayed and retarded language, impaired articulation, stuttering, and speech difficulties of brain-damaged, retarded, and hard-of-hearing children. Specific suggestions for aiding speech improvement in the classroom are included. (Spring, every year.)

199—Independent Study (2 or 3)

Prerequisite: Consent of instructor.

THEATRE ARTS

The Minor: The eighteen units should include Theatre 11A-11B, which are prerequisites for upper division work in Theatre Arts. Theatre 50 is also required for the minor.

All students enrolled in theatre arts classes crew during productions.

11A—Introduction to the Visual Arts (3)

A creative approach to the artistic, theatrical, and cinematic aspects of visual communication.

11B—Introduction to Theatre Arts (3)

A selective survey of the history of the theatre, production methods, types and structure of drama, with critical analysis of plays and their contemporary influence.

30A-30B—Acting Workshop (3-3)

Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance.

50—Stagecraft (3)

A lab with emphasis upon the practical aspect of set design.

120—Lighting (3)

The aesthetics and practicalities of stage lighting.

130—Advanced Oral Interpretation (3)

See Speech 160. Interpretation of prose, poetry and dramatic dialogue.

140—Scene Design (3)

The values of the play as interpreted in design.

155A-155B—Theatre Workshop (3-3)

Production techniques in theatre involving the mounting of scenes and one-act plays.

160A-160B—History of the Theatre (3-3)

A reading of plays and an analysis of their production from Aeschylus to Ibsen.

168—History of the American Theatre (3)

A study of the theatrical phenomena in the United States as an integral part of American culture.

169—Contemporary Theatre (3)

See English 166. A study of contemporary plays and the forces which contribute to their development.

170—Fundamentals of Costume (3)

The historical and aesthetic aspects of design as applied to the design and construction of costume.

176—Playwriting Workshop (3)

Study of the theories and techniques of dramas, and the writing of original plays for theatre, film, and television.

180—Dramatic Criticism (3)

A survey of significant theatre critics and works that inspired their writings.

190—Directing (2 or 3)

By arrangement. For particularly qualified, mature, and well-trained theatre students. (With permission of instructor.)

SCHOOL OF BUSINESS ADMINISTRATION

Clement J. Nouri, Ph.D., Dean

Zuhier Amin, Ph.D.
J. Robert Bruck, Ph.D. Cand.
James M. Burns, D.B.A.
Paul R. Gardner, M.A.
Joseph E. Hight, Ph.D.
Charles F. Holt, Ph.D.
Donald H. Lintz, B.A., J.D.
John P. McCabe, M.B.A., J.D.
Andre San Augustine, Ph.D.
Ethel A. Sykes, M.S.

Lecturers

Donald C. Bridenstine, Ph.D.
Robert Hutchins, Ph.D.
Donald Jackson, M.Sc.
Robert Meier, Ph.D.
Frank Radford, M.B.A., C.P.A.
Robert Trippe, Ph.D.
John W. Young, Jr., M.S.

The fundamental goal of the School of Business Administration of the University of San Diego is to instill and develop a value-based philosophy and conviction which will guide our graduates in their managerial judgment and decisions. To attain this goal we aspire academic excellence through offering the needed analytical and communications skills, the basic concepts, and the techniques needed in the general fields of business administration and economics, and other selected disciplines in the arts and sciences; furthermore, and to ascertain a valued differentiated graduate, we emphasize continued and positive personalized student counseling and direction.

It is hoped that our graduates will possess the ethical guidelines needed in the private and public sectors. It is our firm conviction that such a program will strengthen the socio-economic foundation of our city and society. Thus, it is also our resolve to establish and nurture strong operational ties and bridges with business and government sectors for discovery, transmittal and understanding of mutual needs and their satisfaction through the various university programs and services.

The School of Business Administration consistent with the 1972-73 Accreditation Standards of the American Assembly of Collegiate Schools of Business, Inc., is recommending that certain courses, which are now offered by the School, be considered as required courses for the curriculum. These recommendations will apply to entering freshmen and all transfer students.

It is the responsibility of all entering freshmen and transfer students to check with their advisors in the School of Business Administration regarding all recommended and approved changes affecting their graduation requirements.

ADVISORY BOARD

The Advisory Board was formed in the Fall of 1973 with the following objectives:

1. To develop and promote sound relations between the School of Business Administration and the business and government communities,
2. To seek counsel and advice from competent operative executives in the various fields on contemplated programs and functions of the School of Business Administration,
3. To act as liaison between the School of Business Administration and the San Diego community and the state and national sectors,
4. To advise the Dean and the faculty on various matters dealing with business programs, curricula and activities,
5. To help the Dean in seeking financial sources for support of the various programs of the School of Business Administration,
6. To improve and facilitate recruiting and placement of graduates and alumni,
7. To advise and cooperate with the School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

Members of the Advisory Board:

Mr. Robert F. Adelizzi, Home Federal Savings and Loan, San Diego
 Mr. Thomas Barger, La Jolla
 Mrs. William D. Evans, La Jolla
 Anita V. Figueredo, M.D., La Jolla
 Mr. Harold Greene, Union Bank, San Diego
 Mr. John Landis, General Atomic Company, San Diego
 Mr. M. L. Lawrence, Hotel del Coronado, Coronado
 Mr. Keith Lister, San Diego Daily Transcript, San Diego
 Mr. William C. Lochmoeller, Sears, Roebuck and Company, El Cajon
 Mr. Bruce A. McCandless, Virgo Financial Corporation, Los Angeles
 Mr. Ralph L. Meyer, San Diego Gas & Electric Company, San Diego
 Mr. Daniel F. Mulvihill, Pacific Southwest Mortgage, San Diego
 Mrs. Jack Oatman, San Diego
 Mr. George W. O'Dair, Wickes Corporation, San Diego
 Mr. George A. Scott, Walker Scott Company, San Diego
 Mr. H. B. Starkey, Jr., First Federal Savings and Loan, San Diego
 Mr. William H. Van Leeuwen, National Automobile and Casualty Insurance Company, Los Angeles

ACCOUNTING

The School of Business Administration offers a major in Accounting, principally for students interested in careers in public or private accounting. The Accounting curriculum prepares students to sit for the State of California C.P.A. examinations and also for graduate study in Accounting.

A major in Accounting is required to follow a prescribed program of 36 semester hours which includes accounting, business administration, and economics courses.

A minor in Accounting, offered for non-Accounting majors, consists of 18 units in accounting of which Accounting 1, 2, and 100 are required in addition to 9 other upper division units in accounting.

Preparation for the Major: Accounting 1-2; Economics 1-2; Mathematics 11, 14 and 15.

The Major: The 27 upper division units must include Business Administration 145 and 146; Accounting 100, 101, 102, 106, 108, plus 6 units of electives in Accounting.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
Fine Arts (2)	English 22 (3)	Science (3)	Relig. Stud. (3)
English 21 (3)	Pol. Sci. 15 (3)	Mathematics 15 (3)	Science (3)
Math. 11 (3)	Math. 14 (3)	Phil. 60 (3)	English 23 or 28
Phil. 10 (3)	Relig. Stud. 20 (3)	Elective (3)	or 29 (3)
			Fine Arts (2)
Junior Year		Senior Year	
Accounting 100 (3)	Accounting 101 (3)	Accounting 106 (3)	Accounting 108 (3)
Accounting 102 (3)	Bus. Adm. 146 (3)	Accounting elective (3)	Accounting elective (3)
Bus. Adm. 145 (3)	Relig. Stud. (3)	Phil. selective (3)	Electives (9)
Phil. 130 (3)	Electives (6)	Electives u.d. (6)	
Elective u.d. (4)			

1—Principles of Accounting (3)

Introduction to books of account, their purpose and use, emphasizing the establishment of a solid background of theory. Use of books of original entry, controlling accounts, adjusting, closing, and preparation of financial statements from collected data are among the topics in the first semester. (Every semester.)

2—Principles of Accounting (3)

The second semester covers the elements of partnership and corporations. Problems of opening books of account, admission of partners, distribution of profits and earnings, sale of businesses, dissolution of enterprises, and preparation of financial statements are solved. Prerequisite: Accounting 1. (Every semester.)

100—Intermediate Accounting (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets, cash, receivables, inventories, and investments, tangible and intangible fixed assets, and liabilities and reserves. Recent developments in accounting theory and their impact on financial statements are illustrated. Prerequisite: Accounting 1 and 2. (Every semester.)

101—Advanced Accounting (3)

Advanced and complex problems of accounting for partnerships are treated; purchase of interests, division of profits, retirement of partners, dissolution and liquidation. Specialized accounting problems of consignments, installment sales, insurance, receiverships, statement of affairs, realization and liquidation; accounting problems

of estates and trusts. Branch accounting and consolidated statements are studied in connection with fund and municipal accounting. Prerequisite: Accounting 1 and 2. (Every semester.)

102—Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied, emphasizing familiarization with cost forms and their use in a well-coordinated cost system. Additional topics covered are process cost accounting, joint and by-product costs, standard cost procedures, estimated cost accounting, distribution cost, and budgetary control. Prerequisite: Accounting 1 and 2. (Every semester.)

106—Tax Accounting (3)

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions. Problems and preparation of tax returns are used to illustrate the course material. Current tax law is studied as it affects partnerships, corporations, and estates and trusts. Prerequisite: Accounting 1 and 2. (Every semester.)

107—Advanced Tax Accounting (3)

Emphasis is tax accounting for partnerships, corporations, estates, and trusts. Prerequisite: Accounting 106. (Spring, every year.)

108—Auditing (3)

Introduction to the work of the auditor, emphasizing auditing concepts, professional ethics, internal control and the accountant's opinions of financial statements; methods of auditing assets are demonstrated by means of problems, financial statement preparation and audit report writing. Prerequisite: Advisor's approval. (Every semester.)

110—Analysis of Financial Statements (3)

Balance sheets and income statements are analyzed individually and comparatively for their value to owners, management, investors, and creditors, emphasizing determination of standard ratios and their variations. Corrective solutions are formulated as a basis for management decisions. Prerequisite: Accounting 1 and 2. (Fall, every year.)

112—Fund and Municipal Accounting (3)

Financial administration and reporting—requirements of governmental and non-profit entities, emphasizing the use of fund accounting as a public trust or fiduciary responsibility as a basis for managerial, mayoral, or council budgetary control. This concept applies equally to public and self perpetuating funds. Prerequisite: Accounting 1 and 2. (Spring, every year.)

114—Estate Planning (3)

See Business Administration 114.

115—Accounting Theory (3)

Review and critical analysis of current developments in accounting theory, application of theory to accounting problems. Prerequisite: Accounting 100. (Every semester.)

199—Special Studies (1 to 3)

Study of debatable areas of accounting theory and their treatment in published reports; C.P.A. examination questions will be analyzed and recommended solutions formulated. Prerequisite: Instructor's approval. (Every semester.)

BUSINESS ADMINISTRATION

The program in Business Administration provides the necessary preparation for students to begin careers in business, government or institutional management, or for graduate study. The curriculum is designed to provide students with a substantial liberal arts education in addition to study in the students' area of special interest.

Preparation for the Major: Accounting 1-2; Economics 1-2; Mathematics 11, 14, and 15.

The Major: The 24 upper division units must include Business Administration 101, 113, 142, 145, 146, 150, plus 6 upper division elective Business Administration units.

A Minor in Business Administration offered to non-Business Administration majors consists of 18 units to include Accounting 1 and 2 plus 12 upper division units in Business Administration courses one of which must be Business Administration 101.

Students planning to pursue the C.P.A. profession are encouraged to take the following additional courses: Business Administration 131, 144, and 150.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
English 21 (3)	English 22 (3)	Fine Arts (2)	Fine Arts (2)
Math. 11 (3)	Math. 14 (3)	Mathematics 15 (3)	English 23 or 38
Psychology 1 (3)	Pol. Sci. 15 (3)	Phil. 60 (3)	or 29 (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	Science 11 (3)	Relig. Stud. (3)
		Elective (2-3)	Science 13 (3)
			Elective (2-3)
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Bus. Adm. 101 (3)	Bus. Adm. 113 (3)	Bus. Adm. 142 (3)	Bus. Adm. 150 (3)
Bus. Adm. 145 (3)	Bus. Adm. 146 (3)	Bus. Adm.	Bus. Adm.
Phil. 130 (3)	Relig. Stud. (3)	Elective (3)	Elective (3)
Electives, u.d. (6)	Electives (6)	Phil. selective (3)	Electives (9)
		Electives (6)	

13—Business Communications (3)

Study of effective communication in the business environment. Analysis of communication theory; planning, organizing, and writing

Business Reports, including Research Reports. Analysis of the various letter writing situations in the business environment, with practice in structuring letters to achieve the desired objectives. (Every semester.)

101—Principles of Organization and Management (3)

Study of the theory and forms of organizational structure and the functions of management; formulation of policy and the decision-making process. Case study. (Every semester.)

112—Investments (3)

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Economics 1 and 2. (Every semester.)

113—Financial Management (3)

Analysis of financial policies and practices of business enterprises; principles of the effective management of the flow of funds for the firm; survey and evaluation of alternative methods of financing, capital budgeting, and capital valuation determination. Case study. Prerequisite: Economics 1 and 2, Business Administration 101. (Every semester.)

114—Estate Planning (3)

Fundamentals of estate planning with emphasis on economic, actuarial, and legal principles, program coordination and integration with wills; guardianships; estate planning fundamentals; taxation; insurance. (May be substituted for U.D. Accounting.)

121—Personnel Management (3)

Procedures for recruitment, selection, placement, training; establishment of wage-salary structures; employee services; labor laws; collective bargaining methods; human relations in industry. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Fall, every year.)

122—Labor Relations (3)

Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Spring, every year.)

123—Production Management (3)

Production planning; production control; materials purchasing and procurement; product development; modern techniques in production; effects of electronic data processing on inventory, work organization, quality control, and assembly line coordination. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Every semester.)

131—Marketing Management (3)

Analysis of marketing policies and practices; the institutions and

agencies of distribution; methods of marketing research; relationship of marketing to other areas of business operations. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Every semester.)

132—Marketing Research (3)

Marketing Research presents the various methods and techniques of securing, analyzing and interpreting data essential to scientific solutions to marketing problems. Planning, Research Data Collection Methods, Data Collection Analysis, Sampling, Interpretation, and the Integration of Research and Marketing Management will be presented. The course is aimed basically at discovering patterns of consumer behavior in relationship to general marketing strategy in the ever-changing business environment. Prerequisite: Business Administration 131. (Fall.)

137—International Marketing (3)

The application of marketing principles to the design of optimal strategies and tactics under varying physical, economic, political, social and cultural environments and specific marketing situations. Case studies in defining international target markets and developing product, promotion, pricing and distribution policies. Prerequisite: Business Administration 131.

142—Business and Society (3)

Study of the environment in which business operates; the contributions, obligations, and relationships of business and society to one another. Prerequisite: Business Administration 101. (Every semester.)

144—Business Policy (3)

Study of the formulation and administration of business policy. Use of the case method to analyze the application of the various managerial specialties in the operation of a business enterprise. (Every semester.)

145—Business Law I (3)

Study of aspects of business organization; agencies, sales, contracts, personal and real properties, and insurance and wills. Case study. Prerequisite: Economics 1 and 2. (Every semester.)

146—Business Law II (3)

Continued study in greater detail. Prerequisite: Business Administration 145. (Every semester.)

150—Research Methods (3)

A practical application of probability and general statistical theory, stressing survey techniques and report writing. Sampling, central tendency, dispersion, significant differences, inference, index numbers, time series, simple correlation and introduction to multifactorial analysis, introductory operations research linear planning, and input-output analysis, and some elementary Bayesian and Monte Carlo methods. Prerequisite: Math 15. (Every semester.)

186—Electronic Computer Principles and Applications (3)

Study of data information systems and electronic computer logic,

operations, and programming, emphasizing current and potential economic and business applications. Prerequisite: Math. 1; Economics 1 and 2. (Every semester.)

199—Special Study (1 to 3)

Study of management theory policies, practices, and problems through selective readings and case studies. Prerequisite: Business Administration major and senior standing. (Every semester.)

ECONOMICS

The program in Economics is designed to serve the needs of three types of students: (1) those terminating their formal education at the college level, and interested in careers in government, business or teaching; (2) those planning to pursue further professional training in schools of law or business administration; and (3) those intending to do graduate work in pure economics.

Preparation for the Major: The student must satisfy the general education requirements as set forth in this bulletin, plus Economics 1-2, Accounting 1-2, and Mathematics 11, 14 and 15.

The Major: Economics 101, 111, 199, and five upper division economics courses.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
English 21 (3)	English 22 (3)	Accounting 1 (3)	Accounting 2 (3)
Philosophy 10 (3)	Relig. Stud. 20 (3)	English 23 or 28	Philosophy 60 (3)
Economics 1 (3)	Economics 2 (3)	or 29 (3)	Relig. Stud. (3)
Math. 11 (3)	Math. 14 (3)	Science 11 (3)	Science 13 (3)
Psych. 1 (3)	Pol. Sci. 15 (3)	Math 15 (3)	Fine Arts (2)
		Fine Arts (2)	Elective (2)
		Elective (2-3)	
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Economics, u.d. (3)	Economics, u.d. (3)	Economics, u.d. (3)	Economics, u.d. (3)
Economics 101 (3)	Economics 111 (3)	Phil. selective (3)	Economics 199 (3)
Philosophy 130 (3)	Electives (6)	Electives (10)	Electives (9)
Electives (6)	Relig. Stud. (3)		

1—Principles of Economics (3)

Introductory study of the institutions and processes of creating and distributing goods and services. An analysis of the national economy. (Every semester.)

2—Principles of Economics (3)

Introductory study of markets and prices; demand and supply analysis and income distribution are examined. An analysis of the market economy. (Every semester.)

3—Perspectives in Economics (3)

General description of the American economy and an analysis of contemporary economic problems. This course is designed specifically for general education purposes. It will not satisfy any business course requirements nor any economics major or minor requirements.

101—Micro-Economic Theory: Firm and Price Analysis (3)

Study of the micro-economic factors that determine the firm's output, use of economic resources, and the pricing of its goods and services in the competitive, monopoly, monopolistic-competitive, and oligopoly markets; theories of demand, cost, production, supply, and income distribution are examined. Prerequisite: Economics 1-2. (Every semester.)

102—Public Finance (3)

Study of the revenues and expenditures of federal, state, and local governments; theories of taxation, borrowing, debt, deficit financing, budgeting, and inter-governmental relations are examined. Prerequisite: Economics 1-2. (Spring, every year.)

106—Economic History of the United States (3)

Survey of American economic development and growth; national legislation in the field of economics and business are examined. (Fall, 1973.)

110—Money and Banking (3)

The theory, organization, and operation of the commercial banking system; the relation of money and credit to prices and monetary policies. Prerequisite: Economics 1-2. (Fall, every year.)

111—Macro-Economic Theory: Money and Income Analysis (3)

Study of the macro-economic factors that determine the economic level of income, employment, and prices; theories of money and savings and investment are examined. Prerequisite: Economics 1-2. (Fall, every year.)

122—Labor Economics (3)

Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisites: Economics 1-2 and Business Administration 101. (Spring, every year.)

123—Economic Development and Growth (3)

Study of the historical background and contemporary determinants of economic development and growth in both the economically developed and under-developed nations; theories of capital formation, capital output ratios, and planning are examined. Prerequisite: Economics 1-2. (Fall, every year.)

133—International Economics (3)

Study of the bases and patterns of international trade of goods and services and capital movements; theories of international economics,

foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1-2. (Fall, every year.)

135—Economics of Welfare (3)

A study of the causes for the persistence of poverty in wealthy societies, along with an analysis of the proposals advanced for the reduction of inequality in income. (Fall, 1972.)

140—History of Economic Thought and Comparative Economic Systems (3)

Study of the history of economic thought and doctrine from Greek to modern times; theories of capitalism, socialism, communism, and fascism are examined. (Fall, 1973.)

145—Urban Economics

An historical survey of the American city in its relationships to the factory, the enterprises that serve the factory, and the availability of tax funds, together with a resume of the effects of suburbanization by the factory on the inner city. Demographic and employment opportunity results of decay in the inner city. Investigation of proposed and attempted solutions of resulting problems. (Spring, every year.)

150—Research Methods (3)

A practical application of probability and general statistical theory, stressing survey techniques and report writing. Sampling, central tendency, dispersion, significant differences, inference, index numbers, time series, simple correlation and introduction to multifactorial analysis, introductory operations research, linear programming, and input-output analysis; and some elementary Bayesian and Monte Carlo methods. Prerequisite: Mathematics 15. (Every semester.)

155—Economics of Monopoly (3)

Review of anti-trust legislation as well as an analysis of the metamorphosis of Supreme Court and administrative decisions under various acts to limit economic power, with emphasis on the present and future status of conglomerates. (Spring, 1973.)

170—Mathematical Economics and Econometrics (3)

Study of the use of mathematics in economic analysis and its application in econometric models of the economy and business. Prerequisite: Mathematics 1; Economics 1-2, 101 and 111. (Spring, 1974.)

171—Business Cycles and Forecasting (3)

Study of economic fluctuations, government stabilization policies, and economic forecasting. Prerequisites: Economics 1 and 2.

199—Special Study (1 to 3)

Study of economic theory and public policy through selective readings and research. Prerequisite: economics major and senior standing. (Spring, every year.)

SCHOOL OF EDUCATION

Reverend William E. Elliott, Ph.D., *Dean*

Jack R. Morrison, Ph.D., *Director of Counselor Education*

DeForest L. Strunk, Ed.D., *Director of Special Education*

Patricia A. Lowry, Ph.D., *Director of Teacher Education*

Sister Margaret Guest, Ph.D.

Philip O. Hwang, Ph.D.

Sister Genevieve Lane, Ph.D.

Henry J. Martin, Ed.D.

Robert E. Nelson, Ed.D.

Thomas A. Shannon, J.D.

Patricia A. Watson, Ed.D.

James O. Cleveland, Ed.D.

Edward S. Fletcher, M.A.

Martin J. Gerstein, Ed.D.

Thomas J. Jacobson, Ph.D.

Julia S. Molloy, M.A.

Earl Peisner, Ed.D.

The School of Education offers undergraduate courses designed to meet the credential requirements of the State of California for the Multiple Subject and Single Subject credentials. These courses are also applicable to credential programs in many other states.

In addition to coursework leading to the above teaching credentials, courses may be taken to fulfill an undergraduate academic minor in Special Education.

Programs in Education at the University of San Diego have as their central focus the preparation of qualified professional personnel in various areas. This objective is achieved by providing a sequential program including the field and laboratory experiences considered necessary for a comprehensive preparation program.

Emphasis on excellence is provided through individually designed programs coupled with low class enrollments and instructor accessibility.

Three degrees are granted in the Graduate Division of the School of Education: Master of Arts (M.A.), Master of Education (M.Ed.), and Master of Arts in Teaching (M.A.T.).

Within the Master of Arts and the Master of Education programs, a concentration may be selected from the following: Curriculum and Instruction, Counselor Education, Special Education, and Educational Psychology.

I. TEACHING CREDENTIAL PROGRAMS

The Division of Teacher Education offers two programs to prepare teacher candidates: the Multiple Subject Credential and the Single Subject Credential. Students may enter either of these credential programs as an undergraduate and complete the approved program as part of a baccalaureate degree.

Students who have already completed a B.A. or B.S. degree may pursue the Multiple or Single Subject Credential by passing the State of California examination in the Multiple or Single Subject (for the latter, an examination is required for each individual subject) and by complet-

ing successfully the 24 units of the required professional preparation program.

Admission to the Program

Students interested in a teaching career are encouraged to complete an application form in the Office of the Director of Teacher Education. Accordingly, these students should arrange an interview and a counseling session with the Director or with a member of the Teacher Education faculty. This should be done as early as possible in the Freshman or Sophomore year to assure that all requirements can be completed on schedule within the baccalaureate program. Multiple or Single Subject requirements should be completed by the end of the Junior year to allow the candidate to complete the 24 units of course work and field experience during the Senior year.

A. BACCALAUREATE DEGREE CREDENTIAL PROGRAMS

1. Multiple Subject Credential Program

This program requires a diversified major equally distributed over four broad academic areas. The recommended program at USD for teacher candidates seeking the Multiple Subject Credential is as follows:

(a) Mathematics and Science	22 units
(b) Social Science	21 units
(c) English and Literature	21 units
(d) Humanities	21 units
Total in diversified major:	85 units

The professional preparation program for the Multiple Subject Credential consists of:

(a) Educ. 131—Psychological Foundations	3 units
(b) Educ. 130—Philosophical & Cultural Foundations	3 units
(c) Educ. 132—Curriculum & Methods of Teaching	3 units
(d) Educ. 134—Methods of Teaching Reading	3 units
(e) Educ. 331—Directed Teaching	12 units
Total professional preparation:	24 units

Note: All teaching credentials under the Teacher Preparation and Licensing Law of 1970 (Ryan Act) are issued K-12. While the Multiple Subject Credential is more generally applicable to elementary schools (K-8), there are some self-contained classrooms at the secondary level, *e.g.*, in continuation high schools.

2. Single Subject Credential Program

Candidates for this credential must meet the departmental requirements of the specific academic major. The professional preparation sequence for the Single Subject Credential consists of:

(a) Educ. 131—Psychological Foundations	3 units
(b) Educ. 130—Philosophical & Cultural Foundations	3 units
(c) Educ. 132—Curriculum & Methods of Teaching	3 units
(d) Educ. 134—Methods of Teaching Reading	3 units
(e) Educ. 332—Directed Teaching	12 units
Total professional preparation.	24 units

3. Bi-lingual/Cross-Cultural Specialist Credential

In response to the growing need for bi-lingual/cross-cultural teachers in Spanish and English in California, the Southwest, and throughout the United States, the University of San Diego is developing a Bi-lingual/Cross-Cultural Credential program. This program is designed to take advantage of individual language and cultural backgrounds and experiences. It is competency based. The Bi-lingual/Cross-Cultural Specialist Credential program is open only to persons who already hold a valid teaching credential or who are working concurrently for the Multiple or Single Subject Credential.

Students who identify a bi-lingual/cross-cultural interest early in their baccalaureate studies and who plan carefully with a faculty advisor may obtain a Multiple Subject Credential and a Bi-lingual/Cross-Cultural Specialist Credential during the same four-year program.

B. NON-DEGREE CREDENTIAL PROGRAM

Teacher candidates who have not completed the USD approved program for the Multiple or Single Subject Credential must:

1. Make written application for admission to the Teacher Education Program and arrange for a personal interview.
2. Take the State of California Multiple or Single Subject Examination in lieu of the approved USD program. (These examinations are given periodically throughout the State of California. A fee of \$30 is charged by the State. Candidates may repeat the examination if necessary but must pay an additional \$30 each time the examination is taken.)
3. Complete the 12 units of professional coursework and 12 units of directed teaching under the supervision of the School of Education of the University of San Diego.

II. SPECIAL EDUCATION PROGRAMS

The Special Education program at the University of San Diego is a multiple entry program. This allows both undergraduate students and graduate students, with a variety of academic backgrounds, to pursue an appropriate credential and/or graduate degree.

The programs all include a generic preparation in the education of all exceptional children. In addition, the student has the option of selecting one of two advanced specialization areas. These areas are (a) Severely Handicapped, which includes the severely mentally retarded, the severely emotionally disturbed, the multiply handicapped, and the autistic child; and, (b) Learning Handicapped, which includes the educationally retarded, the learning disabled, and the mildly emotionally disturbed child.

The requirements of each program may vary for individual students based on their academic and experiential backgrounds. Each candidate and his advisor make the final decisions on the program requirements.

A. UNDERGRADUATE SPECIAL EDUCATION MINOR

This program is open to undergraduate students as an academic minor. Subject to modification and dependent upon the candidate's preparation, the suggested sequence for the minor is as follows:

Suggested Sequence for Special Education Minor*

YEAR	FALL SEMESTER	SPRING SEMESTER
Sophomore		Ed. 190 Psychology of Exceptional Children (3)
Junior	Ed. 191 Psychology of the Mentally Retarded (3) Ed. 196-I Field Experience with Exceptional Children—Generic (3)	Ed. 131 Psychological Foundations for Teachers (3) Ed. 193 Human Communication (3)
Senior	Ed. 194 Curriculum Development for Educable Mentally Retarded (3)	
5th Year	Ed. 192 Psychology of the Emotionally Disturbed (3) or Ed. 241 Psychology and Methods for Teachers of the Disadvantaged (2) Ed. 298 Counseling of the Handicapped and their Parents (3)	Ed. 294 Problems in Teaching the Mentally Retarded (3)

*As approved in consultation with Special Education Advisors.

B. NON-DEGREE CREDENTIAL PROGRAMS

The Commission on Teacher Preparation and Licensing of the State of California awards the Specialist Credential in Special Education which permits the holder to teach in public schools grades K-12. The University of San Diego program in Special Education has been approved by this Commission. Programs are also available which incorporate the Standard Multiple Subject Teaching Credential with the Specialist Credential offering the student the opportunity to pursue both credentials concurrently.

1. Specialist Credential Program in Special Education—Advanced Specialization: Severely Handicapped

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California.

2. Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California.

3. Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped. A Five-Year Program.

This program is open to qualified undergraduate students who wish to obtain a Multiple Subject Credential and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses

together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

4. Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped. A Five-Year Program.

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Learning Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

**C. FIVE-YEAR GRADUATE DEGREE/
CREDENTIAL PROGRAMS**

The School of Education offers several programs leading to the Master of Education degree with the Specialist Credential in Special Education. Two are five-year programs open to undergraduate students.

1. Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped. A Five-Year Program.

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children and to obtain a graduate degree. Program is subject to approval of division involved.

2. Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped. A Five-Year Program.

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and an Advanced Specialist Credential in Special Education with a graduate degree. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

D. GRADUATE DEGREE/CREDENTIAL PROGRAMS

The remaining programs leading to the Master of Education degree with Specialist Credential in Special Education are open to graduate students only. For details regarding the following programs, please consult the Graduate Bulletin.

1. Master of Education in Special Education with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped.
2. Master of Education in Special Education with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped.

E. GRADUATE DEGREE/NON-CREDENTIAL PROGRAMS

The following graduate programs are designed for fully credentialed or certified students seeking an advanced degree in Special Education. They are explained fully in the Graduate Bulletin.

1. Master of Education in Special Education—Emphasis: Mental Retardation.
2. Master of Education in Special Education—Emphasis: Learning Handicapped.
3. Master of Education in Special Education—Emphasis: Severely Handicapped.
4. Master of Education in Special Education—Emphasis: Counseling the Handicapped.

F. TRAINEESHIPS

Graduate traineeships are available under provisions of Public Law 91-230. Qualified applicants selected for participation in the program will receive tuition and fees plus a stipend for living expenses. Requests for application forms or additional information should be directed to Director of Special Education, School of Education, University of San Diego.

III. COUNSELOR EDUCATION

All programs in Counselor Education are post-baccalaureate.

The University of San Diego offers coursework leading to (A) the Master's Degree with a concentration in Counselor Education and/or (B) the following Credentials: (1) the Pupil Personnel Services Credential with a specialization in pupil counseling; (2) the California Community College Counselor Credential; and (3) the California Community College Student Personnel Worker Credential.

The emphasis of the Master's program in Counselor Education and the Credential program in Pupil Personnel Services is on Career Development and Planning. The intent is to develop the candidates' competencies in using the theory, materials, and techniques of counseling and guidance. The Community College Counselor and Community College Student Personnel programs are intended to develop competencies for work at that level.

The Counselor Education programs are designed to prepare candidates from both teaching and non-teaching backgrounds. The programs' flexibility enables the student to pursue a credential and a Master's Degree simultaneously.

Applicants are reminded, however, that the Master's Degree and the credential are separate and distinct from each other; it is possible to

pursue one and not the other. The student should consider the limitations, in California, of the Master's Degree when not supported by the Pupil Personnel Services Credential.

In addition to school and community college positions, candidates can prepare for related work in community agencies.

Students preparing for specialization in Counseling of the Handicapped should develop their individualized programs with advisors from both the Division of Counselor Education and the Division of Special Education. Students completing this program are prepared to work in employment settings serving handicapped children and adults. Additional information on programs in Counselor Education can be obtained from the Graduate Bulletin.

IV. OTHER GRADUATE PROGRAMS IN EDUCATION

Besides the graduate programs in Special Education and Counselor Education listed above, the School of Education offers Master of Arts (M.A.) and Master of Education (M.Ed.) degrees in Curriculum and Instruction and in Educational Psychology; and the Master of Arts in Teaching (M.A.T.) degree in English, French, History, Political Science, Psychology, and Spanish. Others may be arranged. For complete information, please consult the Graduate Bulletin.

V. EXTERNAL DEGREE PROGRAMS

As a service to teachers, school administrators, and other interested persons, the University of San Diego offers the opportunity to earn a Master of Education degree by attending graduate level courses in the field at various centers. These include Escondido, Carlsbad, El Centro, and the San Bernardino-Riverside area.

Students in the External Degree Program must qualify as graduate students at the University of San Diego. The courses are the same as those offered on campus and are taught by professors from the University's School of Education. External degree students are expected to perform at the same level as students taking the courses on campus during regular or summer sessions.

Courses are sequenced so that Master's degree coursework in Curriculum and Instruction and in Educational Psychology can be completed entirely at the field centers. The Master's programs in Counselor Education and in Special Education require that some courses be taken on the University campus.

UNDERGRADUATE COURSES

- 50—Introduction to Education of Disadvantaged Children (1)
Preliminary concepts to serve as a basis for paraprofessional field services for disadvantaged children in the schools.
- 130—Philosophical and Cultural Foundations of Education (3)
An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues.

131—Psychological Foundations of Education (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in classrooms and playground situations in 14 one-hour sessions. Suburban and inner-city schools are visited. Prerequisite: Psychology 1 or 2.

132—Curriculum and Methods of Teaching (3)

A general curriculum course conducted both on campus and in elementary and secondary school classrooms. Grade assignments are appropriate for the students.

134—Methods of Teaching Reading (3)

Techniques in the teaching of reading are studied and applied in various subjects and grade levels K-12. An eight-week practicum in elementary and secondary schools is included.

140—Seminar in Teacher Education (3)

An advanced professional course consisting of reports and discussions of current educational practices, developments, and problems. Prerequisite: approval of advisor.

141—Psychology and Methods for Teachers of the Disadvantaged (3)

Development of background, procedures, and techniques for teachers of the disadvantaged and a study of human relations, counseling, and teaching methods, with emphasis on assisting teachers to improve academic achievement and levels of aspiration.

142—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds.

144—Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)

A course in bilingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers. Emphasis is on reading and mathematics in the school curriculum.

167—Counseling and Guidance (3)

Introduction to the theories and techniques of school counseling and guidance.

178—Philosophy of Education (3) (Philosophy 178)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing.

187—Arts and Crafts for Handicapped Children (1 or 2)

A laboratory course designed to prepare teachers and others in the area of arts and crafts for the handicapped.

190—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for exceptional children including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. (Every semester.)

191—Psychology of the Mentally Retarded (3)

Organic and cultural basis of retardation, intellectual assessment and learning characteristics of the retarded, and consequent problems in social, psychological, and vocational adjustment. (Every semester.)

192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 131 or consent of instructor.

193—Human Communication (3)

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.)

194—Curriculum Development for Educable Mentally Retarded (3)

A practical presentation of philosophy, aims, materials, and methods of teaching the educable mentally retarded, with emphasis on their education and management. Prerequisite: Education 191, or permission of the instructor.

195—Learning Disabilities in Education (3)

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Educational remediation and management procedures will be included.

196-I—Field Experiences with Exceptional Children—Generic (3)

Directed observation and participation in programs serving all types of exceptional children and youth. Placements in a variety of educational settings serving such exceptionalities.

**196-II—Field Experiences with Exceptional Children—
Advanced Specialization (3)**

Directed observation and participation in programs serving either severely handicapped or learning handicapped children.

**197—Curriculum for the Severely and Trainable
Mentally Retarded (3)**

A comprehensive course dealing with programs for the trainable mentally retarded including teaching methods and materials, training needs and life-time program planning. Emphasis also given on parental counseling. Prerequisite: Education 190 or consent of instructor.

199—Independent Study (1-3)

Open to qualified upper division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor and instructor.

GRADUATE COURSES

(Note: For Graduate Course Descriptions see Graduate Division Bulletin)

200—Research Design and Methodology (3)

203—Research Projects in Education (3)

210—Advanced Educational Psychology (3)

211—Adolescent Psychology (3)

212—Educational Measurement (3)

214—Theories of Learning and Teaching (3)

215—Psychology of Individual Differences (3)

216—Behavior Modification (3)

219—Individual Psychological Testing (3)

221—Historical and Philosophical Backgrounds of Education (3)

222—International Education (3)

224—The School in Society (3)

230—Curriculum Development and Organization (3)

231—Curriculum Innovations in Education: Methods for Independent Study (3)

232—Curriculum Theory, Rationale, and Design (3)

233—Innovators in Teaching (3)

234—Reading Diagnosis and Remediation (3)

235—Psychological Bases of Reading (3)

236—Seminar: Problems in Reading Efficiency (3)

239—Advanced Studies in Instructional Methods (1-3)

240—Seminar in Teacher Education (3)

241—Psychology and Methods for Teachers of the Disadvantaged (3)

242—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

243—Advanced Studies: Depth Study of Target Area Schools (3)

244—Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)

250—Educational Administration and Supervision (3)

255—Advanced Studies in Elementary and Secondary Education (3)

259—The Junior College (3)

262—Pupil Personnel Services and Career Development (3)

- 263—Counseling: Theory; Interviewing Techniques (3)
- 264—Thesis (6)
- 265—Group Guidance and Counseling, Theories and Procedures (3)
- 266—Tests and Measurements in Pupil Personnel Services (3)
- 267-A, B, C—Practicum: Pupil Personnel Services and Supervised Field Experience (6)
A—Elementary; B—Secondary; C—College
- 268—Organizations and Administration of Pupil Personnel Programs (3)
- 269-A, B—Seminar in Counselor Education (1-3)
- 282—Education of the Physically Handicapped (3)
- 283—Organic Basis of Mental Retardation (3)
- 284—Problems in Teaching the Mentally Retarded (3)
- 285—Educational Assessment of Handicapped Children (3)
- 287—Arts and Crafts for Handicapped Children (1 or 2)
- 290—Psychology of the Exceptional Child (3)
- 291—Psychology of the Mentally Retarded (3)
- 292—Psychology of the Emotionally Disturbed (3)
- 293—Human Communication (3)
- 294—Curriculum Development for Educable Mentally Retarded (3)
- 295—Learning Disabilities in Education (3)
- 296—Seminar in Special Education (1)
- 297—Curriculum for the Severely and Trainable Mentally Retarded (3)
- 298—Counseling of the Handicapped and their Parents (3)
- 299—Independent Study (1-3)
- 303—Elementary Student Teacher Seminar (1)
- 331—Student Teaching for the Multiple Subject Credential (12)
Supervised teaching assignments are in selected classrooms of participating school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor.
- 332—Student Teaching for the Single Subject Credential (12)
Supervised teaching assignments are in selected classrooms of participating school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor.
- 369-B, C, D; I, II—Field Experiences in Pupil Personnel Services (3-9)
- 390—Student Teaching in Special Education (12)
Supervised student teaching in settings serving exceptional children and youth. (Minimum of 200 clock hours.) Prerequisite: admission to the program and consent of credential advisor.
- 396-I—Field Experiences with Exceptional Children—Generic (3)
- 396-II—Field Experiences with Exceptional Children—Advanced Specialization (3)

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INDEX

- | | | | |
|-------------------------------|---------|------------------------------|---------|
| Academic Calendar - - - - | 6 | Campus - - - - - | 12 |
| Academic Facilities - - - - | 12 | Campus Ministry - - - - | 11 |
| Academic Regulations - - - | 45 | Candidate's Reply Date - - | 21 |
| Accessibility - - - - - | 8 | Catholic Leadership | |
| Accounting Courses - - - - | 136 | Scholarship - - - - - | 28 |
| Accounting Society - - - - | 14 | Chaplain - - - - - | 11 |
| Accreditation - - - - - | 9 | Chemistry Courses - - - - | 65 |
| Activities - - - - - | 14 | Children of Mary - - - - | 17 |
| Adding courses - - - - - | 46 | Class honors - - - - - | 50 |
| Administration - - - - - | 157 | Class standing - - - - - | 51 |
| Admission - - - - - | 20 | Clubs - - - - - | 14 |
| Early - - - - - | 21 | College Entrance | |
| Freshmen - - - - - | 20 | Examinations - - - - - | 20 |
| Foreign - - - - - | 24 | College of Arts | |
| Transfer - - - - - | 23 | and Sciences - - - - - | 40, 52 |
| Admissions Procedures - - - | 20 | Committee for Excellence - - | 18 |
| Advanced completion of | | Communication Arts - - - - | 69 |
| college courses - - - - - | 21 | Communications - - - - - | 4 |
| Advanced placement - - - - | 22 | Conduct, Student - - - - - | 14 |
| Advisory Committees - - - | 17, 136 | Correspondence - - - - - | 4 |
| Aix-en-Provence, Study in - | 37 | Counseling - - - - - | 18, 39 |
| Alcala Chorale - - - - - | 16 | Counselor Education - - - - | 150 |
| Alcala Park Players - - - - | 14 | Course load - - - - - | 46 |
| Alcala Trio - - - - - | 16 | Courses of instruction - - - | 51 |
| Alumni Associations - - - - | 17 | Credential programs - - - | 36, 145 |
| American Studies - - - - - | 85 | Credit by Examination - - - | 47 |
| Ancillary Organizations - - | 17 | Cultural activities - - - - | 13 |
| Anthropology Courses - - - | 54 | | |
| Application for Admission - | 20 | Degree Requirements - - - - | 38 |
| Art Courses - - - - - | 55 | Delta Epsilon Sigma - - - - | 15 |
| Arts and Sciences, College of | 52 | Departments - - - - - | 40 |
| Associated Students - - - - | 14 | Disqualification, Scholastic | 49 |
| Athletics - - - - - | 17, 170 | Dropping courses - - - - - | 46 |
| Attendance - - - - - | 47 | | |
| Auditing - - - - - | 46 | Economics Courses - - - - | 142 |
| | | Education Courses - - - - | 151 |
| Basic Opportunity Grants - - | 32 | Education, School of - - - | 41, 145 |
| Behavioral Sciences, Dept. of | 40 | Education, Teacher - - - - | 145 |
| Biology Club - - - - - | 14 | Educational Development | |
| Biology Courses - - - - - | 59 | Center - - - - - | 18 |
| Black Students Union - - - | 14 | Educational Opportunity | |
| Board and Room - - - - - | 25 | Grants - - - - - | 32 |
| Board of Trustees - - - - - | 156 | EOP (Educ. Opp. Program) - | 19 |
| Bookstore - - - - - | 18 | Emeriti - - - - - | 169 |
| Business Administration | | Employment - - - - - | 35 |
| Courses - - - - - | 139 | Engineering - - - - - | 108 |
| Business Administration, | | English as a second | |
| School of - - - - - | 41, 135 | language - - - - - | 19, 71 |
| Calendar - - - - - | 6 | English courses - - - - - | 70 |
| | | Entrance requirements - - - | 20 |

INDEX

Environmental Studies Project -	92	Honor Societies - - - - -	14
Ethnic Studies - - - - -	74	Honorary Degrees - - - - -	171
European Studies - - - - -	87	Honors at Entrance - - - - -	23
Examinations - - - - -	47	Honors Convocation - - - - -	50
Expenses, undergraduate - -	25	Honors, Graduation with - -	50
External Degree Programs - -	151	Housing, Student - - - - -	13
		Humanities, Dept. of - - - -	41
Faculty - - - - -	158		
Faculty Advisors - - - - -	39	Intercollegiate Athletics - -	17
Fees and Expenses - - - - -	25	Interdisciplinary Studies	
Film Forum - - - - -	14	Dept. of - - - - -	41
Financial Aid Program - - -	27	Interfraternity Council - - -	15
Foreign Languages, Dept. of -	40	International Relations - - -	92
Foreign Student Advisor - - -	19	International Students	
Foreign students - - - - -	19, 43	Association - - - - -	15
Foreign students			
Language requirement - - -	43	Journalism Courses - - - - -	94
Foreign study - - - - -	37		
Founder's Gallery - - - - -	13	Kappa Gamma Pi - - - - -	14
Fraternities, Social - - - - -	15		
French Club - - - - -	15	Language Laboratory - - - - -	12
French Courses - - - - -	75	Language Requirement - - -	43
French Exchange Program - -	37	Latin Courses - - - - -	94
Freshman Preceptorial		Latin American/Hispanic	
Program - - - - -	39, 77	Studies - - - - -	89
		Libraries - - - - -	12
General Education		Library Science Courses - -	94
requirements - - - - -	41	Loans - - - - -	33
German Courses - - - - -	78		
Grade point		Major, Selection of - - - - -	39
requirements - - - - -	40, 48	Majors - - - - -	36, 38
Grade Reports - - - - -	47	Map - - - - -	8
Grading System - - - - -	48	Master's Degrees - - - - -	36
Graduate Programs - - - - -	36	Mathematics Courses - - - -	95
Graduation:		Mecha-Maya - - - - -	15
Honors - - - - -	50	Medical Technology - - - - -	36
Petition - - - - -	50	Memberships - - - - -	5
Requirements - - - - -	38, 40	Minors - - - - -	36, 38
Grants - - - - -	32	Model United Nations Club -	15
Guadalajara, Study in - - -	37	Music Courses - - - - -	99
Health Education Courses - -	79	Navy Campus for	
Health Service - - - - -	18	Achievement - - - - -	45
Hispanic/Latin American		Non-Western Studies - - - -	90
Studies - - - - -	89	Nursing B.S. - - - - -	44
History and Political Science,			
Dept. of - - - - -	40	Objectives - - - - -	11
History Courses - - - - -	79	Omicron Delta Epsilon - - -	15
History of the University - -	9	Orchestra - - - - -	16
Honor List - - - - -	50	Oxford Program - - - - -	37

INDEX

Pass/Fail Option - - - -	47	Science for non-majors - - -	124
Payment Plans - - - -	26	Sigma Delta Pi - - - -	15
Pequod - - - - -	16	Sigma Psi - - - - -	15
Petitions for Graduation - -	50	Society for the Advancement of Management - - - -	16
Philosophy Courses - - - -	102	Sociology Courses - - - -	124
Philosophy, Dept. of - - - -	41	Spanish Club - - - - -	15
Philosophy of the University -	10	Spanish Courses - - - - -	129
Phi Sigma Tau - - - - -	15	Special Education - - - -	147
Physical Education Courses -	107	Special examinations - - -	47
Physics Courses - - - - -	107	Speech Arts Courses - - -	132
Pi Delta Phi - - - - -	15	Student government - - - -	14
Placement - - - - -	18	Student load - - - - -	46
Political Science Club - - - -	16	Student organizations and activities - - - -	14
Political Science Courses - -	111	Student Services - - - - -	18
Pre-Medical Club - - - - -	16	Teaching Credential Programs - - - - -	36, 145
Preprofessional programs - -	36	Telephone - - - - -	4
President's Club - - - - -	17	Theatre Arts Courses - - -	133
Probation, Scholastic - - - -	49	Transcripts - - - - -	51
Psychology Club - - - - -	16	Transfer of credit - - - -	51
Psychology Courses - - - -	116	Transportation - - - - -	8
Publications, Student - - - -	16	Trustees - - - - -	156
Purpose of the University - -	11	Tuition and fees - - - - -	25
Radio - - - - -	132	Tutoring - - - - -	19
Reading Efficiency Laboratory -	18	Unit requirements - - - -	40, 50
Refund policy - - - - -	25	University Relations - - -	157
Registration - - - - -	46	Upper division unit requirements - - - -	40
Religious Studies Courses - -	121	U.S.D. Auxiliary - - - - -	17
Religious Studies, Dept. of -	41	Veterans Certificate of Eligibility - - - - -	22
Requirements Bachelor's Degree - - - -	38, 40	Veterans Assistance Programs -	35
Residence requirements - - -	40, 151	Vocational Rehabilitation Service - - - - -	35
Residence, Student - - - -	13	Withdrawal - - - - -	46
Resident Student Association -	13	Work-Study Program - - -	35
Room and Board - - - - -	25	Young Democrats - - - -	16
S. D. Environmental Project -	92	Young Republicans - - - -	16
Scholarships - - - - -	28		
Scholastic Aptitude Test - -	20		
Scholastic Requirements - - -	40		
School of Business Administration - - - -	41, 135		
School of Education - - - -	41, 145		
Science and Mathematics, Dept. of - - - - -	41		
Science Club - - - - -	16		

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